DISTRICT OF INNOVATION APPLICATION

DANVILLE INDEPENDENT SCHOOLS

152 E. Martin Luther King Blvd.
Danville, KY 40422
Dr. Carmen Coleman, Superintendent
(859) 238-1300

The Danville Independent School District assures that its application does not contain any request to waive the Kentucky Revised Statutes or Kentucky Administrative Regulations listed regarding health, safety, civil rights, or disability rights; compulsory attendance; Kentucky Core Academic Standards; minimum high school graduation requirements; compliance with statewide assessment system; criminal background check requirements; open records and meetings; purchasing requirements and limitations; minimum instructional time.

The Danville Independent School District assures that any school listed as participating in the application did so voluntarily. The following page includes copies of the official minutes of the SBDM council meeting for each participating school showing at least 70 percent of the eligible employees as defined in KRS 160.107 voted in the affirmative to participate in the plan.

The Danville Independent School District assures it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement including the following data points: Total number of students served by the innovation plan and subtotal by school type. Total number of at-risk students served and subtotal by socio-economic status, race/ethnicity, gender, disability, grade level. Total number of certified teachers participating in the innovation plan and roles/responsibilities. Documentation of certified and classified staff operating in a non-traditional setting. Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including: Qualification of instructors, time spent, and student outcomes as completion rates. Documentation of other measurable outcomes described in this application or through modification.

The Danville Independent School District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

Almen Calenar Superintendent

March 11, 2013

Date

Chair, Board of Education

Jean K. Crowley

March 11, 2013

Date

Approved March 11, 2013 Board Mtg. Board Order # 11057

SCHOOLS PARTICIPATING IN THIS APPLICATION

DANVILLE HIGH SCHOOL

203 EAST LEXINGTON AVENUE

Address DANVILLE, KY 40422 Principal MR. AARON ETHERINGTON Number of Teachers involved under the plan: 33 Total Number of Students served: Subtotal by free- or reduced-price meals: 9th Grade: 79 10th Grade: 82 11th Grade: 84 12th Grade: 77 Alternative: Subtotal by race/ethnicity: 1=Hispanic/Latino 2= American Indian or Alaska Native 3=Asian 4=Black/African American 5= Native Hawaiian or Other Pacific Islander 6=White 7=Two or More Races 9th Grade: 1.6 2. 3. (4. 26, 5. **6**. 76, 7. Undefined, 0 10th Grade: 2. 4. 18, 5. 3. (6. 97, 7. Undefined, 0 11th Grade: 2. 3. 4. 31, 5. 6.77, Undefined 0 12th Grade: 4. 22, 5. 6. 95. Undefined, 0 Subtotal by gender: 9th M 64 F 53 10th M 58 F 74 11th M 64 F 66 12th M 68 F 77 Alternative Ma Subtotal by disability: Subtotal by grade level: 9th 117 10th 132 11th 130 12th 145 Disability: SBDM Council minutes attached showing faculty vote? Name BATE MIDDLE SCHOOL Address 460 STANFORD AVENUE Address DANVILLE, KY 40422 Principal DR. AMY GALLOWAY Number of Teachers involved under the plan: 24 Total Number of Students served: 397 Subtotal by free- or reduced-price meals: 261

1=Hispanic/Latino 2= American Indian or Alaska Native 3=Asian 4=Black/African American 5= Native Hawaiian or Other Pacific Islander 6=White 7=Two or More Races Subtotal by race/ethnicity: 6th Grade: 1.

4, 23, **5**. 6.81, 7.17, Undefined (7th Grade: 1. 4. 27, 5. 6. 87, 7. 12, Undefined. 8th Grade: 1.

Subtotal by gender: 6th M 66 F 64 7th M 73 F 67 8th M 64 F 63

6. 88, 7. 13, Undefined.

4. 20, 5,

Subtotal by disability:

7th 88

Name

6th 89

Address

Subtotal by grade level: 6th 130 7th 140 8th 127

8th 84

SBDM Council minutes attached showing faculty vote?

Name MARY G. HOGSETT ELEMENTARY Address 300 WAVELAND AVENUE
Address DANVILLE, KY 40422
Principal REBECCA DOOLIN
Number of Teachers involved under the plan: 30
Total Number of Students served: 292

Subtotal by free- or reduced-price meals: 292

HOGSETT IS A CEO SCHOOL

1=Hispanic/Latino 2= American Indian or Alaska Native 3=Asian 4=Black/African American 5= Native Hawaiian or Other Pacific Islander 6=White 7=Two or More Races Subtotal by race/ethnicity:

K Grade: 2. (4. 17, 5. 6. 27, 7. Undefined 0 1st Grade: , 4. 11, 5. , 6. 18, 7. Undefined 0 2. 4, 3. 4, 4, 11, 5. 2. 4, 3. 4, 8, 5. 2. 4, 3. 4, 8, 5. 2nd Grade , 2. , 2. , **6**. 18, 7. Undefined 0 3rd Grade: **6**. 31, 7. Undefined 1 4th Grade: , 2. Undefined 1 5th Grade: 2. 7, 3. 8, 4, 11, 5. **6**. 23, 7. Undefined 0

Subtotal by gender: K M31 F29 1st M27 F18 2nd M23 F17 3rd M39 F11 4th M22

F29 5th M31 F15

Subtotal by disability:

Subtotal by grade level: K 60 1st 45 2nd 40 3rd 50 4th 51 5th 46

SBDM Council minutes attached showing faculty vote?

Name JENNIE ROGERS ELEMENTARY

Address 410 E. MAIN STREET
Address DANVILLE, KY 40422

Principal GINA BERNARD

Number of Teachers involved under the plan: 25

Total Number of Students served: 269

Subtotal by free- or reduced-price meals: 192

1=Hispanic/Latino 2= American Indian or Alaska Native 3=Asian 4=Black/African American 5= Native Hawaiian or Other Pacific Islander 6=White 7=Two or More Races Subtotal by race/ethnicity:

K Grade: 2. Undefined 0 1st Grade: 1. 2. **4**. 12, **5**., Undefined 0 2nd Grade 2 1. 3. 4. 📤 , 5. 6. 29, 7. Undefined 0 3rd Grade: 1. 2. 3. **6**. 33, **7**. 5. Undefined 1 4th Grade: Undefined 1 5th Grade: Undefined 0

Subtotal by gender: K M23 F25 1st M22 F23 2nd M24 F19 3rd M19 F22 4th M21 F25 5th M17 F29

Subtotal by disability:

Subtotal by grade level: K 48 1st 45 2nd 43 3rd 41 4th 46 5th 46

SBDM Council minutes attached showing faculty vote?

Name **EDNA L. TOLIVER ELEMENTARY** Address 209 MAPLE AVENUE Address DANVILLE, KY 40422 Principal JUDY SPELLACY Number of Teachers involved under the plan: 28 Total Number of Students served: 306 Subtotal by free- or reduced-price meals:197

1=Hispanic/Latino 2= American Indian or Alaska Native 3=Asian 4=Black/African American 5= Native Hawaiian or Other Pacific Islander 6=White 7=Two or More Races

Subtotal by race/ethnicity:

K Grade: 1. 1 Undefined 0 1st Grade: 2. , 5. 6. 38, 7. 3. 2nd Grade Undefined 0 3. 4. 4. 5. 6. 40, 7. 3. 4. 6. 5. 6. 36, 7. 1. 2. 3rd Grade: Undefined 0 1, 2. 4th Grade: Undefined 1 2. 3. 4. 5. 6.47, 7. 4. 5. 6.27 7 Undefined 1 5th Grade: Undefined 0

Subtotal by gender: K M24 F24 1st M32 F20 2nd M22 F34 3rd M22 F27 4th M25 F35 5th M19 F22

Subtotal by disability:

Subtotal by grade level: K 48 1st 52 2nd 56 3rd 49 4th 60 5th 41

SBDM Council minutes attached showing faculty vote?

DISTRICT TOTALS

Number of Teachers involved under this application: 140 Number of Teachers at schools that could join: 140

Total Number of Students Served: 1791

Subtotal by free- or reduced-price meals: 1266

1=Hispanic/Latino 2= American Indian or Alaska Native 3=Asian 4=Black/African American 5= Native Hawaiian or Other Pacific Islander 6=White 7=Two or More Races Subtotal by race/ethnicity:

1.146, 2. 3. 4. 308, 5. 6. 1150, 7. 178 Undetermined Subtotal by gender: M.900 F.894

Subtotal by disability:

Subtotal by grade level:

K. 156 1st, 142 2nd, 139 3rd, 140 4th, 157 5th, 133 6th 130 7th, 140 8th, 127 9th, 117

Total Number of Students at schools that could join: 1791

Subtotal by free- or reduced-price meals: 1266 Subtotal by race/ethnicity:

1.146, 2. 3. 13, 4. 308, 5. 6. 1150, 7. 178 Undetermined Subtotal by gender: M. 900 F.894

Subtotal by disability.

Subtotal by grade level:

K. 156 1st, 142 2nd, 139 3nd, 140 4th, 157 5th, 133 6th 130 7th, 140 8th, 127 9th, 117 10th. 132 11th. 130 12th. 145 alternative ●

2012-2013 Child Count Summary

Trend data for ages 3-21 (District Totals) 2012-2013 335

Low 63

Moderate 155

Hìgh 117

Special Education Enrollment by school

	2012-2013
Danville High School	71
Bate Middle School	60
Toliver Elementary	56
Jennie Rogers Elementary	45
Hogsett Elementary	50
Preschool	32
Sunrise Children's Campus	14
Private School	•

ecial Education Enrollment by Disabili

	t by bisabil
	2012-2013
Mild Mental Disability	32
Functional Mental Disability	10
Hearing Impaired	6
Speech Language Disability	117
Visually Impaired	•
Emotional Behavior Disability	25
Orthopedically Impaired	
Other Health Impairment	50
Specific Learning Disability	19
Multiple Disabilities	0
Autism	16
Traumatic Brain Injury	•
Developmental Delay	53

Placement Summary	2012-201	3	
Setting	>80% reg	Homebound	Residential
265 students K-12	226		14
Percentage of total K-12	85%		

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NEEDS ASSESSMENT/RATIONALE

Like nearly all Kentucky school districts, the Danville Independent Schools struggles to move a clear majority of our high school seniors to college- or career-ready achievement levels. In recent years, our district has seriously scrutinized the shortcomings of the current system and what is far too often the empty promise of a high school diploma.

No longer do accumulated seat time and passing course grades mean that teenagers are ready to move into a future of stable work and livable wages. Research shows that our state's college- and career-ready benchmarks are a justifiable definition of what is needed to have a shot at success in postsecondary education, training, and life endeavors. These benchmarks should be seen as the minimum target for students who also need deeper experiences in finding and evaluating information, producing answers, creating and testing new ideas, organizing for action, measuring results, and planning for improvement. Rather than adding more to traditional schooling, this application grows from the realization that it is time to fundamentally rethink a system that awards many students an educational credential for falling short of the college- and career-ready mark.

This application and our strategy for the Danville Schools takes on a major challenge: connecting the high school diploma with college- and career-ready benchmarks by the end of 10th grade. This alone is an ambitious goal: In 2012, 63 percent of Danville students reached college- and career-ready ACT benchmarks in English while 43 percent of students reached math benchmark. Only about half of the students who took the test made the reading benchmark. Our students who did not achieve this level face an uphill chore participating in a tough economy and job market where jobs that pay above a poverty wage are hard to find. Scores on the ACT-related PLAN exam taken by sophomores show weaknesses in the pipeline reaching the final years of high school: In 2012, while 62 percent of students met PLAN English benchmarks, only 36 percent met reading benchmarks; fewer than 20 percent met or exceeded the benchmark in math and science. At eighth grade, the story is much the same: 68 percent of our 2012-13 eighth graders met the English benchmark, 46 percent met the reading benchmark, 37 percent met the math benchmark, and 20 percent met the science benchmark.

We cannot allow this situation to persist or be satisfied with only measured, incremental steps toward preparing all students for a viable future. Our challenge lies in transforming the entire pipeline that prepares students and ensuring that growth occurs and gaps disappear.

The message of ACT test results have a clear connection to our current course structure. After carefully studying our data, it is obvious that the path of honors-level middle and high school classes and other higher-level studies are the surest route to a successful high school outcome. Yet, in looking at the English courses all students are required to take, the pipeline shows a trend that promises results mirroring what we see now. This year, 54 percent of juniors are taking a basic English class rather than an

honors-level course. Among sophomores and freshmen, only 31 percent of students in both classes are taking honors-level English. The only encouragement is that all of those numbers show modest increases from recent years. Still, slow gains will not get our district on a path to success for all students.

Our data, including achievement gap reports over many years, shows that our challenge is to remake a path for higher performance by all students, but particularly among students who often lack the support to pursue or succeed in the challenging curriculum that is the only route to successful life options beyond high school. This situation has persisted because it is possible for students to make passing grades in courses and earn credits to satisfy requirements for a diploma without approaching a level that promises postsecondary success in college or careers.

Our plan will take a multi-faceted approach: creating a customized series of core courses beginning in sixth grade designed to move all students to college- and career-ready benchmarks - at a minimum - by 10th grade, with mechanisms for identifying and providing supports and extensions as soon as they are needed along the way.

Beyond the core, the plan requires students to develop an Area of Focus identifying advanced academics they will pursue via Advanced Placement courses, career training, college-level courses or new options that will grow up around the new core and give students dynamic new challenges. Targeting the ACT benchmark level at 10th grade will also allow more time to maximize student achievement beyond the benchmark. These experiences will lead to a Culminating Presentation demonstrating how students have deepened their knowledge in a specific area of study. To give students exciting new learning challenges, our plan calls for rigorous new interdisciplinary modules focused on Research and Analysis, Design, or Community Action where students will deepen and apply their content knowledge and gain experiences giving them advantages beyond high school.

In addition to assuring core knowledge and readiness, research shows that for success in the future, students need strong experiences in a range of skills and applications that traditional high schools are not structured to offer. To meet our identified needs, our application seeks to create new staffing roles to help tailor success pathways for students enabling them to visualize and reach college, career, or military opportunities as well as to create roles for skilled learning designers who can orchestrate high-interest and high-challenge interdisciplinary courses that will give students new parameters for learning that will tap different interests and learning styles.

The approach carefully builds off the five goals our district adopted in 2009, which have guided our efforts to reshape learning in the years since. In 2012, educators from across the district as well as partners from the University of Kentucky College of Education to our school board created a document defining the "Danville Diploma," identifying the skills and experiences our district sought to provide all students throughout their studies in our schools. This application and plan is our detailed vision

for reaching these goals (Our district goals and the Danville Diploma are attached as Appendix 1).

Throughout the process — since starting on the path of transforming learning four years ago — our district and school leaders have sought input from students and families in formal meetings and listening sessions, in focus groups with students from each grade level representing the our district demographically, and in frequent conversations as schools have implemented a variety of new challenges and learning experiences, from a week-long summer program of learning explorations to a week of student-suggested Intersession learning experiences over the past two years at Danville High School, to new project-based learning approaches at Bate Middle School and Danville High School. Student feedback alone has strongly encouraged us to deepen our commitment to new approaches to learning. In the current school year alone, we have had multiple day-long meetings involving middle and high school leaders (both teacher leaders and administrators) focused solely on creating a school experience that will best equip students for successful postsecondary pathways. In addition, various staff members from the University of Kentucky's P20 Innovation Lab have been and will continue to be key partners in the planning and implementation of our plan.

Our work moving toward this application and plan has included visits to some of the most engaging and innovative schools in the nation: teachers and administrators have visited High Tech High School in San Diego and educators from High Tech High have provided professional development in Danville. We have visited iZone innovation schools in New York City. Our board members have arranged their own visits to topperforming and innovative schools in Chicago, Maine, and San Francisco on their own time while attending the National School Boards Association annual conferences.

We have been deeply involved in the Innovation Lab Network of the Council of Chief State School Officers since its launch, and Danville High School was the only Kentucky school invited to participate in the Learning Lab Network created by the Stupski Foundation of San Francisco to define and test student-owned learning, an exercise in which four of our students as well as teachers, administrators, and a community representative were key players. The resulting Student Ownership Framework (included as Appendix 2) is a clear definition of important new kinds of classroom experiences and school supports in building students as active and successful learners who will drive themselves. The Stupski work also gave our educators another opportunity to work alongside educators and students from schools from New York City, Cincinnati, Portsmouth, N.H., Hayward, Calif., and Casco Bay in Portland, Maine — schools similarly identified by their states as schools striving to create effective innovations in student learning and achievement for all. (Detail of our district's efforts to build rationale, support, and evidence for innovation strategies in included as Appendix 3.)

The approach outlined in this application and our strategic plan is supported by research into effective practices for raising achievement for more students as well as numerous studies and white papers on building skills that will be in demand in the decades ahead.

Many of the approaches are not new. The principles in our plan mirror those embodied in the High Schools That Work reform effort launched by the Southern Regional Education Board in Atlanta in 1987. The program, backed by research showing it improves achievement and results for students, calls for motivating more students to meet higher standards, requiring each student to complete an updated academic core and a concentration, teaching more students a college-preparatory curriculum, providing more students access to intellectually challenging higher-level academic and problem-solving skills needed in the workplace, engaging students, assuring personal guidance that involves families, arranging work-based learning, supporting cross-disciplinary teacher teams, planning for extra help, and developing a culture of continuous improvement. (The Association for Career and Technical Education. *Reinventing the American High School for the 21st Century.* A position paper, 2006; Young, John W., and Fred Cline. Center for Validity Research, Educational Testing Service, 2009);

The approach of our application and plan also conforms with the Deeper Learning abilities targeted by the William and Flora Hewlett Foundation: master core academic content; think critically and solve complex problems; work collaboratively; communicate effectively, and learn how to learn independently. (William and Flora Hewlett Foundation. Education Program Strategic Plan, 2010. p.6.) Our plan matches closely with the skills strongly/largely reflected in the Common Core State Standards as identified by Achieve Inc., in 2012: communication skills; teamwork/collaboration skills; problem solving skills; reasoning skills; the application/extension of core content in various situations; use of data; research skills; time management skills; and use of technology. (Achieve Inc. Understanding the Skills in the Common Core State Standards, 2012. Table 1.)

Other research informing our efforts includes the findings of Dr. David Conley emphasizing the need for a strong mix of higher-level thinking skills, core academic knowledge, key habits of mind, and knowledge about making the transition to postsecondary education. (Educational Policy Improvement Center. Toward a More Comprehensive Definition of College Readiness. Prepared for the Bill and Melinda Gates Foundation, 2007. Educational Policy Improvement Center. A Complete Definition of College and Career Readiness, 2012.)

Our educators are among many looking for an opportunity to make fundamental changes. A report for California lawmakers by The Education Trust-West, concluded "the education system channels most high school students — especially poor students and students of color — into a low-rigor curriculum, which makes a high school diploma practically useless for their future in the workplace or college." (The Education Trust-West. Ali & Jenkins. The High School Diploma: Making It More Than an Empty Promise. 2002.) Our application, informed by the six innovation design principles identified by the Kentucky Department of Education, is a response to the same problem.

Finally, it is important to note that our efforts have been driven by wide study of the work of Tony Wagner of Harvard University. (Wagner. The Global Achievement Gap: Why

Even Our Best Schools Don't Teach the New Survival Skills Our Children Need— and What We Can Do About It. Basic Books. 2008 and Creating Innovators: The Making of Young People Who Will Change the World. Scribner. 2012.) His work has helped to clearly identify the skills our improvement efforts seek to build. We have been inspired by his conclusion in *The Global Achievement Gap* that "The overwhelming majority of students today want learning to be active, not passive. They want to be challenged to think and to solve problems that do not have easy solutions. They want to know why they are being asked to learn something. They want learning to be an end in itself—rather than a means to the end of boosting test scores or a stepping stone to the next stage of life. They want more opportunities for creativity and self-expression. Finally, they want adults to relate to them on a more equal level."

Leaders across our schools and districts have also followed and discussed the ongoing attention to the need to refocus schools by Pulitzer Prize-winning columnist Thomas L. Friedman, author of *The World is Flat.* (Farrar, Strauss, and Giroux, 2005.) In a recent column in The New York Times, he implored on Jan. 13, 2013 that to be successful in the future, students will need to show individual initiative: "We know that it will be vital to have more of the 'right' education than less, that you will need to develop skills that are complementary to technology rather than ones that can be easily replaced by it and that we need everyone to be innovating new products and services to employ the people who are being liberated from routine work by automation and software. The winners won't just be those with more I.Q. It will also be those with more P.Q. (passion quotient) and C.Q. (curiosity quotient) to leverage all the new digital tools to not just find a job, but to invent one or reinvent one, and to not just learn but to relearn for a lifetime."

Our plan represents tremendous investment of time and thought from many stakeholders. From a community forum, think tank sessions and student focus groups to multiple meetings involving middle and high school teachers, leaders, and counselors, rethinking the learning experience has been a priority in Danville.

This plan from educators and leaders across our district is built on a comprehensive reading of research and insight on what students will need in the future and the kind of learning experiences that promise to engage and challenge them in the present.

As a result, beyond realizing our district goals and the attributes of the Danville Diploma, our District of Innovation application is built on the following key principles:

- Keep all students on track for college or career success;
- Increase capacity to identify and build on student strengths;
- · Create learning experiences that balance content and application;
- · Increase current, interdisciplinary, real-world learning experiences;
- Join levels of the P-12 system into a unified sequence, and

 Connect state-level assessment and accountability with desired learning experiences and readiness goals.

Our explanation and justification for the waivers we seek is detailed in the Innovative Design Components section below.

INNOVATIVE DESIGN COMPONENTS

The Danville Schools are excited to apply for District of Innovation status because of the opportunity it presents the examine fundamentals of the traditional school system and make a case for why new approaches would produce significantly improved results.

1. MODIFIED STATE ACCOUNTABILITY

Waivers needed: KRS 158.6453; 703 KAR 4:060; 703 KAR 5:225

While this is not necessarily an innovative strategy, it underlies many of our design components. This application seeks to modify state accountability for Bate Middle School and Danville High School and give the Danville Independent School Board authority to modify state accountability for elementary schools in our district if they can present a plan demonstrating how they will be able to target greater depth and student engagement by focusing on an alternative student testing system. While the specifics and supporting research and documentation is outlined in the Data/Accountability section of this application, a summary of our approach follows.

Specifically, the application seeks a waiver to base achievement, growth, and gap measures in the state accountability system on ACT-focused exams. At Bate Middle School, this waiver would also involve using results from a research-based Performance-Based Assessment Task (PBAT) System used as an alternative form of state accountability by a group of schools in New York State. These assessments are designed to measure in-depth student understanding of academic content as applied in specific projects or reports produced by individual students. The New York model includes rigorous scoring rubrics. (See details in the Data/Accountability section of this application.) At Bate, students would perform mini-PBATs in science/math and also in language arts/social studies in 6th grade. In 7th grade students would complete PBAT tasks in science/math concepts; in 8th grade, students would complete PBAT tasks in language arts/social studies. This approach would encourage interdisciplinary learning and also give students greater choice in producing tasks that allow them to explore personal interests. At eighth grade, students' scores on EXPLORE tests would also be used for state accountability. The goal of this plan is for all students to reach the EXPLORE benchmark by 8th grade. This application seeks to eliminate K-PREP testing in all middle school grades as a way to focus greater time and attention on ensuring more students meet EXPLORE benchmarks and going in greater depth in applying content as well as those competencies often called 21st Century Skills, as outlined in the Danville Diploma, via PBAT assessments. (See detailed description in Appendix 4)

At the high school level, our application seeks a waiver to base achievement, growth, and gap measures in the state accountability using PLAN exam results in 9th grade and ACT results in 10th grade. We also seek to use the PBAT rubric and system described above as a way to guide and measure students' Culminating Presentations which would be scheduled for the end of 11th grade or midway through 12th grade to accommodate students' own scheduling and ensure that these demonstrations of deeper learning and academic accomplishment during high school could be used by students in applying for college, scholarships, jobs, military placement, or a postsecondary goal that a student might choose outside of these traditional options. This application seeks to eliminate End of Course testing at the high school level in order to increase our focus on reaching ultimate college- and career-readiness benchmarks earlier in a student's high school experience, thereby opening new opportunities for focused course taking and exposure to new, high-level interdisciplinary research, design, and action modules, as well as a Culminating Presentation PBAT which would demonstrate students' ability to apply content as well as the Danville Diploma competencies in depth.

This application also seeks a waiver that would allow a one-year window for elementary schools to apply to the Danville Board of Education to join this District of Innovation program and base state achievement, growth, and gap measures on results from the Measures of Academic Progress (MAP) exam, which the district already uses to monitor students' progress and personalize learning experiences. If elementary schools can develop a plan showing how they will work toward higher achievement scores on MAP and also build in stronger interdisciplinary learning challenges, MAP scores would become the basis of state accountability rather than K-PREP testing. As at high school and middle school, the desire to modify assessment and accountability grows from a desire to find a proven accountability measure compatible with significantly increasing achievement, moving vastly more students to college- and career-readiness benchmarks, and expanding advanced learning experiences. Elementary schools have expressed interest in this option because of widely-held professional judgment that MAP testing informs classroom practice, is closely connected to meeting standards under Kentucky's Core Academic Standards, and can correlate well as an indicator of whether students will meet benchmark on EXPLORE in middle school.

While this request for an elementary waiver allowing the district to bring elementary schools into the District of Innovation plan may be somewhat unorthodox, it is important to know that this application process started with an effort to build up middle school and high school performance in getting students to college- and career-readiness levels. As word of the innovation themes was shared across the district, elementary teachers and administrators expressed a strong desire to follow the same goals. Making this effort a true K-12 effort holds great promise and appeal, which is why we are submitting this specific waiver request. However, our desire to ensure thorough planning and participation leads us to ask for permission at the district level to allow a limited opportunity for elementary schools to opt-in with the idea of focusing accountability to drive deeper learning. We expect at least one school will submit a plan, which will require explanation of the applications of learning that will grow under this alternative

approach. As at other school levels, the goal at elementary schools will be to move all students at least to grade-level achievement and consistent growth and achievement gap reduction while building new opportunities for students to engage in applying content through interdisciplinary challenges and projects that require higher-level thinking and learning. Allowing this option would give the district a tool to better prepare students to take full advantage of the interdisciplinary and performance-based learning experiences being added in secondary programs.

The assessments chosen have strong credibility with students and families, and improving performance will have tangible benefits for students. Faculty, as well, overwhelmingly believe that ACT products, PBATs, and MAP content have the closest connection to the deeper interdisciplinary skills that promise students an advantage in their postsecondary choices.

2. ACCELERATED CORE COURSES

Waivers needed: 704 KAR 3:305; KRS 160.348

As previously explained, ensuring all students are on track to achieve ACT subject-area benchmarks is a key element of the Danville innovation plan. To reach this goal by 10th grade, the district seeks waivers of state certification and graduation requirement rules requiring certified high school teachers to lead classes that count for high school credit. Under our approach, it is likely and desirable that students begin working in middle school toward content in core subjects (English language arts, mathematics, science, and social studies) tied to meeting ACT benchmarks and, in as large a number as possible, demonstrate competency. It is conceivable that some students may meet one or more ACT-level benchmarks by the end of middle school. In this case, it seems reasonable to award students full credit for achieving the core curriculum benchmarks and moving to higher level content or skills.

Many schools have opted for dual-credit or early college programs where high school students can earn college credit, often in high school classrooms. Indeed, the Advanced Placement program works in this manner. Our request to allow Danville to allow certified middle school teachers to cover content associated with a traditional high school-level course is essentially moving the "college credit in high school" approach down one level, creating an "early high school" culture in middle school. It also rewards students' accomplishment and achievement and promises a personalized pace and approach to delivering learning experiences.

To assure alignment of courses and guarantee that core subject courses will lead to high school-level competence, the district will convene a panel of certified teachers from the high school and middle school levels and at least one college-level educator to agree on areas of content and skills to be covered during each year of each Core subject-area course. The focus of the panel will be developing a sequence of courses from grades 6 through 10 that will prepare all students to reach ACT benchmark-level performance by the spring of 10th grade. The panels will also recommend content and

skills that should be covered in Advanced Academics courses on levels of ACT-measured achievement beyond the benchmark level or included in various levels of interdisciplinary courses described below.

3. EXPANDED INTERDISCIPLINARY COURSES

Waivers needed: 704 KAR 3:305; KRS 160.348

Likely one aspect of our District of Innovation application that will be recognized as a breakthrough is defining the areas of Research & Analysis, Design, and Action as categories for developing interdisciplinary learning experiences promising to activate students as investigators, creators, activists, publishers, presenters, and leaders. These "modules," which could be designed to span different lengths of time and also offer opportunities for students to develop their own individual or team project and enlist a faculty advisor, would stress relevant, real-world issues and application and consist of any variety of academic content connections.

To realize this goal, the district seeks a waiver from certification requirements specifying that courses covering subject-area content be staffed with a certified teacher with specialty in the given content area. Our desire is to create high-interest learning experiences with potential to deepen students' content knowledge while building higherlevel thinking skills and attributes like adaptability, initiative, and more, often referred to as 21st century skills. As a high-profile part of the school's innovation plan, Danville High School has a vested interest in ensuring these courses are staffed with teachers able to successfully deliver the content covered and challenge students to the highest possible levels. Indeed, three of our district's most prominent efforts geared toward building innovation capacity — the Experience Danville weeklong interdisciplinary summer camp in 2011 and 2012, the weeklong DHS Intersession in 2012 and 2013, and the DHS X-Factor groups that met during the fall semester of 2012 - have shown how teachers can skillfully combine content from various disciplines into interesting topics that deliver deep student buy-in and lasting learning. In these settings, students have learned sophisticated computer programming skills from a teacher certified in music, art from a teacher with English certification, and math from a science teacher.

Subject-area certification is born of a time when information and expertise were in relatively short supply. A generation ago, a certified subject-area teacher and a teacher's edition textbook may have been the leading local resources for explaining specialized content. Today, when information is omnipresent and even the youngest students can access deeply technical and specialized knowledge in areas of personal interest, the value of teachers is in helping students find and evaluate information and use it to build value. This will be a primary role of teachers, regardless of subject-area specialty, in the proposed interdisciplinary areas above. For this reason, relief from certification requirements is necessary.

In Innovative Design Component 2 (accelerated core courses) and Component 3 (expanded interdisciplinary courses), the district will take strong measures to assure high quality content-area delivery.

The school will create standing committees in each content area with participation from at least two teachers certified in the designated content area and one college-level educator in the field to review the content and learning goals of each Core subject-area course at Bate Middle School and Danville High School and each interdisciplinary course (Research & Analysis, Design, Action) to ensure content and skills from specified subjects will be thoroughly covered. The principal will ensure that each instructor of interdisciplinary courses is adequately prepared and trained to cover academic content and skills covered in the course but outside the teacher's particular area of specialization.

Such a waiver has precedent in states that have provided for charter schools. For example, the Wisconsin Department of Public Instruction, which licenses 237 charter schools enrolling more than 43,000 students, addressed this issue for charter schools by creating a Charter School Instructional Staff License which may be granted to "an individual who holds a valid Wisconsin teaching license to teach an assignment outside his or her teaching license at a Charter school. This license must be requested by employing school district. The validity of this license will coincide with the licenses that the teacher holds, and can be renew based on completion of renewal requirements."

As an additional note supporting our efforts to develop top-quality interdisciplinary options, when the District of Innovation plan is approved, the district will move to convene advisory groups in the each of the new areas of Research & Analysis, Design, and Action to develop design guidelines for developing the courses, defining content areas that will be covered, and creating a hierarchy of what constitutes a beginner, intermediate, and advanced level of each area. That approach will allow students to pursue these options at deeper levels and connect the high school experience with the expectations of collaborative research, design, or action projects and teams at colleges and in business or the military.

Finally, this plan seeks flexibility to allow content covered as a primary or secondary focus of an interdisciplinary course to be counted toward state-required high school graduation requirements. Examples of our proposed Research & Analysis, Design, and Action modules are included in our Danville Information Age Learning Plan. (See Appendix 5)

Additionally, under this District of Innovation application, the Danville Schools request that the Kentucky Department of Education partner with the district to work with the Kentucky Higher Education Assistance Authority to address ways that new graduation requirements at DHS and implementation of innovation plan components may require special consideration within the Kentucky Educational Excellence Scholarship program.

4. NEW ROLES

Waivers needed: KRS 161.180

Our meetings to develop this District of Innovation application began with clarifying our improvement goals and principles and then proceeding as if we were designing a charter school to reach our goals.

This process led to the approach described above and also to agreement that a few new adult roles are needed to help us deliver the experiences we seek. The three new positions we seek waivers or permission to add to our staffing options are:

SUCCESS COACH: Our application seeks to add a position titled "Success Coach" as a classified job category. This position would encompass the following areas which are all currently unmet needs which rise to a priority level under our District of Innovation approach:

- * Build relationships with students and families: Work with individual students starting in sixth grade to know students' interests, experiences, strengths and weaknesses; meet with families to discuss academic goals, opportunities and expectations; be part of a team monitoring progress toward meeting accountability goals and ensuring progress toward achieving benchmark in core subjects.
- * Create stronger connections between school and postsecondary success: Serve as a liaison between the innovation program and options for college and work to become our experts on college expectations in terms of admissions standards and realistic examples of college-level work; military expectations in terms of admissions and entry-level performance routines, and on career opportunities in terms of postsecondary training and entry-level work to know standards for placement. Become leading sources of information about ways to connect school work with local businesses or organizations and regularly reach out to former students about their preparation and needs schools should address.
- * Help schools add value for families by advising on postsecondary opportunities: Become front-line contacts with families and help them understand opportunities for students and resources available to help meet goals; Be visible in the community to talk about successes of students and the school system and build a supportive network for teachers and families; Serve as valuable voices in conversations at the leadership level about how school work connects with real life opportunities and serve as another set of eyes about quality teaching and learning; Seek training and experience to become a great resource on financial aid and college admissions issues and help coordinate college and career planning to help match students with the right kind of opportunities.

Our application defines this as a classified position because of its fit with certified school counselors who possess training in working with students on social-emotional issues and with family resource and youth service center leaders who can steer students and families toward social services that can provide support to focus on learning. This position is well suited for individuals who might otherwise seek employment in human

resource development or college admissions offices. The position would require training on education issues and expectations, classroom management issues, testing ethics, privacy issues, and expectations for professional conduct in working with students and families.

The need for such a position is backed by research in addition to unmet needs clear in the Danville Schools. A study of at-risk teenagers enrolled in a charter school found that individual conferencing, information about post-high school options, and academic support were the services identified as "most needed" by students interviewed, particularly males. "More direct contact" with adults who can offer the needed services was singled out as a common theme of the research. "In order to meet the changing needs of students, the services provided to students must also change to better serve them," the report concluded (University of Wisconsin-Stout. Research Paper. Assessment of the Guidance Needs of At-Risk Students at an Alternative School. Faber, 2005.)

A researcher studying Oklahoma college databases to discern high school experiences that led to college success stressed the importance of a building positive all-around learning experiences and supports for students after interviews with students. "As a result of personal experiences and biases, the researcher expected this research would reveal data that emphasized specific academic content knowledge gained in high school that participants believed important as they completed college. This was not the case. Instead, interviewees consistently revealed broader themes as important including a rigorous curriculum and high expectations for quality work, learning relevant to the real world and future goals, positive relationships with teachers and others, strong academic skills, and positive involvement in curricular and extracurricular programs. These themes developed into the findings of the study and may point to connections between high school preparation and college success." (Oklahoma State University. Case Study of the High School Academic Preparation and College Academic Experience. Wilkinson. 2008.)

Adding the role of Success Coach will help build more concrete connections for students beginning in sixth grade, helping to tailor and monitor a success plan for students. The individuals serving in the Success Coach role would also serve as a liaison to families and the community and also serve as primary outreach to college admissions and academic officials, local and regional employers, and military representatives to detail the skills and experiences needed to give students an advantage in succeeding in experiences beyond high school.

"As education focuses its attention on bringing today's high schools into the 21st century, the guidance counseling system is a prime candidate for innovation and reform," summarized a recent education news story. (Educational Leadership. Why Guidance Counseling Needs to Change. Johnson, Rochkind, and Ott. Vol. 67, No. 7. April 2010.) We envision the Success Coach position being solely focused on developing student strengths and creating positive transitions beyond high school. Coupled with traditional guidance counselors and family resource and youth service

center staff trained to meet students developmental and emotional issues or needs supplemental to school, creating the role of Success Coach is vital to individualizing learning and maximizing success. With training in issues and ethics of working with adolescent and teenage students and awareness of school and district policy and procedures, this position is seen as a classified position well-suited to individuals with a background in human resource development, postsecondary admissions, or other related areas of experience.

The Danville innovation plan believes that providing a personalized experience to students and families requires the ability to identify, recognize, and build on individual interests, learning styles, and experiences. In addition, a school or system built to add value for students, families, and the community must realize the need for expertise to connect the school experience to opportunities in college and career opportunities. With postsecondary education costs high and solid job opportunity scarce and fast-changing, it is essential to build capacity in schools to place and coach students to possess learning and experiences that give them an advantage in reaching their goals.

INTERDISCIPLINARY LEARNING DESIGNER: Our application seeks to add an endorsement for a certified teacher to be recognized as an "Interdisciplinary Learning Designer." This position would allow our district to develop new strength in building rigorous interdisciplinary learning experiences which are central to our District of Innovation approach. By recognizing skills and expertise in the areas listed below, this application would bring new attention and recognition to educators' skill in orchestrating and creating dynamic learning experiences that put academic knowledge to work in unique ways:

- * Develop challenging, engaging courses across subject areas; tie activities and curriculum to larger issues; find community connections; integrate or develop courses from interesting outside resources (i.e. iTunesU, TEDTalks, video sources, local experts) and strong avenues for student exploration or exhibition.
- * Create learning experiences designed to utilize and build higher-order thinking skills application, analysis, synthesis, evaluation as identified in Bloom's taxonomy of cognitive skills as well as the Seven Survival Skills for the 21st century identified by Tony Wagner of Harvard University: critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information, and curiosity and imagination. (Wagner. The Global Achievement Gap. Basic Books. 2008.)
- * Become a resource in understanding and translating the growing and changing world of online learning and new ways of using technology to improve student engagement, personalization, and student initiation of learning projects.

This application envisions that when a position is created, the certified candidate chosen to fill the designer position would also be nominated for specialized training to

earn the endorsement. The district would work with a university partner to develop college-level training centered on building an interdisciplinary module with applications in Research & Analysis, Design, and Action. The training would also develop the nominee's awareness of learning experiences designed to build students' higher-level skills as well as working to develop specific areas of technology integration of particular interest to the nominees. The resulting training would build skills while also helping develop high quality interdisciplinary learning experiences to be used in our schools. Our application defines this position as a limited appointment, with the Interdisciplinary Learning Designer status to be conferred for a three-year period with an option to renew the appointment to subsequent three-year terms at the school's discretion. Employees in this position will serve as certified teachers with an additional pay increment attached to the new title, training, and duties as a way to draw top talent to our district.

The goal of the program is developing rigorous and relevant coursework that engages students and produces top-quality student work and building staff capacity. Many of the courses that grow from this effort would be similar to college-level seminar courses. The highest quality seminar offerings "place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies." (Kuh. High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges and Universities. 2008.) In fact, Kuh's research identifying high-impact educational practices at the university level points to many of the strategies included in this District of Innovation application as student experiences that would grow across the P-12 spectrum be be particularly concentrated and designed for rigor at the high school level. (See Appendix 6)

Building leadership in this area will be especially important for our school system. By blazing this trail, our experience could potentially help other districts increase their capacity to challenge students and deliver high-level interdisciplinary learning.

Our application strongly supports the goal of the federal No Child Left Behind Act of significantly enhancing teacher quality. Our district strongly believes that all students and all schools must be accountable for the high academic standards required by our state and NCLB. This application asserts that these two objectives are linked – that achievement of high academic standards requires highly qualified teachers. Our request for the Interdisciplinary Learning Designer designation recognizes the call for teachers to become facilitators of deeper student learning and guides in posing questions and finding and testing answers beyond subject-area boundaries.

This request offers Kentucky an opportunity to take a leading role in creating an important new niche for interdisciplinary designers, a realm pursued almost exclusively by charter schools across the nation where interdisciplinary learning experiences are often a hallmark, though they are often provided by team teaching. Preparing individual teachers and interdisciplinary specialists building rigorous, one-of-a-kind learning experiences is an opportunity to put students in rich, challenging learning environments.

TEACHING ASSISTANT: This application seeks to add a new classified position to be called "Teaching Assistant." This position would be open to applicants with a college degree, with newly certified teachers being likely candidates. The position will add flexibility to the district's ability to assign and fully utilize the talents and abilities of certified staff. We seek to make this a classified position to ensure it is not treated as an entry into the certified teaching ranks, as it is envisioned as a position for an entry-level college graduate to gain experience in a school setting for a few years, help with a variety of classroom and schoolwide tasks, and then opt for a longer-term career path as a teacher or other type of professional. Teaching assistants would be utilized in many important ways:

* Supervising areas like computer labs or classrooms during testing; answering student questions and being available for group or individual tutoring; grading tests with answer keys or other routine classwork at a teacher's request; leading classroom presentations and discussions on specific topics with guidance from teachers; planning or leading elective courses where students may be putting together presentations, seeking information, or working on individual or group challenges; supervising clubs or assisting with extracurricular activities.

Experience from Teach for America has shown the potential of bright, service-minded college graduates to contribute to student and school success. While our application does not seek to place non-certified graduates into full certified teaching positions, the Teaching Assistant position seems like a natural staffing option. Research backs the potential of well-selected, college-educated graduates to help schools. In 2010, Teach For America received one of the largest grants out of about 1,700 applications to the U.S. Department of Education's Investing in Innovation grant competition, which required applicants to provide evidence of promoting meaningful student achievement, based on objective, methodologically sound studies. Researchers have found that in leading math and reading classrooms, Teach For America corps members produced student achievement results at the same or slightly higher levels than their colleagues with traditional education certification (Decker, Mayer, Glazerman. The Effects of Teach For America on Students: Findings from a National Evaluation. Mathematica Policy Research, Inc. 2004) In 2011, nearly 90 percent of more than 1,800 principals surveyed reported high levels of satisfaction with Teach For America and noted that corps members were as effective as, and in some cases more effective than, veteran faculty. We are not seeking to duplicate the Teach for America approach, as we envision Teaching Assistants in a support role. Still, our application anticipates that classified Teaching Assistant positions will draw strong candidates with leadership capabilities who will be significant assets in our schools.

The application seeks assistance from the Kentucky Department of Education to work with the Education Professional Standards Board and other relevant agencies to realize recognition of the positions/endorsements listed in this section.

Further, the application seeks a waiver from KRS 161.180 to allow individuals successfully trained in the new classified roles of Success Coach or Teaching Assistant to supervise classrooms and students.

Our District of Innovation plan envisions Success Coaches and Teaching Assistants as instrumental in working with students in various situations and seek full clearance to allow properly supervised and evaluated personnel in these areas to serve in supervisory roles. As described above, we also see the Teaching Assistant position as an instrumental way to free certified teachers to spend more time working with struggling students in individual or small group sessions or planning top-quality learning experiences.

5. AWARDING SCHOOL CREDIT FOR OUT-OF-SCHOOL LEARNING

Waivers needed: 704 KAR 3:305

This application seeks a waiver to allow the Danville Board of Education and Danville High School to award credit for courses required for high school graduation to students who demonstrate competency through either ACT testing or demonstrating mastery to the satisfaction of a teacher who awards credit the course in question. Our application specifically seeks approval to allow students who participate in athletic programs and marching band to apply for credit to meet requirements for physical education if (1) they demonstrate competency in the required content standards and (2) their participation is validated and approved by a coach or director of the extracurricular program.

The basic tenets of the Council of Chief State School Officers' Innovation Lab Network, of which Kentucky is a member and Danville has been an active participant since the program's inception, specify that network states are "focusing on individual student learning pathways and adapting technology to provide anytime/anywhere learning opportunities." Under this important innovation goal for Advancing Worthy Learning Environments, our schools are ready to reward student initiative and learning beyond school.

Our application seeks flexibility from the state to approve of student-driven learning experiences that meet the standards of individual courses to allow those students to demonstrate mastery and then earn full credit and move on to new challenges.

6. FUNDING BASED ON AVERAGE DAILY MEMBERSHIP VERSUS AVERAGE DAILY ATTENDANCE

Waivers needed: KRS 157.360; 702 KAR 3:270

To ensure maximum flexibility for student plans, our DOI plan asks that funding be based on average daily membership instead of average daily attendance. ADA is part of the antiquated system that suggests credit for learning be given based on time spent physically in the school building. This has become outdated for many reasons - one of

the most important being that it implies learning can only take place during the hours of the school day, within the school building. This is simply not the case. If we truly want to create a competency-based system reflective of the belief that opportunities for learning can and should occur anywhere and anytime, one in which time is the variable and learning the constant, the mechanism for funding should reflect this philosophy.

In addition, an important point to consider is that schools must staff for the number of students enrolled whether or not they are present. Therefore, it seems to a school and district's advantage that enrollment, or total membership, be used to determine funding, not simply the average number of students present during a given time period.

PROFESSIONAL DEVELOPMENT PLAN

To continue momentum for applying high-level learning, teachers across the district will participate in professional development on project-based learning delivered by staff from the Buck Institute for Education based in Novato, Calif. The Buck Institute is a leading provider of project-based learning training and materials and was among the first providers of information about the topic for Danville teachers in 2009. The 2013 summer sessions will accommodate up to 35 teachers and be held in Danville.

To build on preparing students for advanced academics, the district is a member of the Advance Kentucky program and started work in the past year to modify middle school and high school courses to steer more students into rigorous courses and plan on pursuing AP courses as a way of doing college-level work while still in high school. Training with Advance Kentucky has continued during the past year for middle school and high school teachers and will be ongoing as implementation of that initiative dovetails with the district innovation plan, which seeks to put all students on a path for advanced academics and skills beyond reaching college- or career-readiness benchmarks when fully implemented.

Professional development in the areas of Performance-Based Assessment Tasks and awareness of ACT, EXPLORE, and PLAN content and performance expectations will also be emphasized under this plan. If this application is approved, training on PBATs will continue to be coordinated with the Performance Standards Consortium in New York City, which is the authority in developing this area of student assessment with impressive data on predictive validity and college persistence, as well as benefits for English-language learners and students with special needs.

Approval of this application would trigger activities that would constitute professional development for many teachers as the district creates advisory groups in the each of the new areas of Research & Analysis, Design, and Action to develop design guidelines for developing the courses, defining content areas that will be covered, and creating a hierarchy of what constitutes a beginner, intermediate, and advanced level of each area, as noted above. In addition, the district will convene a panel of certified teachers from the high school and middle school levels and at least one college-level educator to agree on areas of content and skills that will be covered during each year of each Core

subject-area course. These exercises in further defining how to execute this innovation plan will also yield new learnings that will be passed along as professional development for teachers at all levels and readily shared more widely with schools seeking to transform learning experiences.

Our district has gained greatly from observing other innovative and high-performing schools. That work, which has yielded incomparable professional development experiences, will continue and we expect will deepen as we delve into a more intensive effort to change our system. We look forward to connecting with other schools working in these directions and deepening the dialogue we have developed with our own forerunners.

We know that extensive professional development will be necessary in the coming years to reach and support all students in meeting college- and career-ready benchmarks on an accelerated schedule. At this point, we will be open to the best approaches for helping teachers, staff, students, and families learn how to get on track, stay on track, recover from setbacks, and prepare for new learning to meet and surpass benchmarks.

As we develop new roles designed to build rigor and relationships, we will also seek to create our own professional development experiences to share what is working, how we are dealing with challenges, and find appropriate providers and colleagues to help us work through issues that rise to a priority level in meeting the goals defined in this application.

Finally, our teachers appreciate and embrace the diversity of our student population and work collaboratively to address the associated instructional challenges. The ability to customize professional development opportunities for teachers will further enhance their ability to design and deliver multisensory and project-based learning experiences that address the unique learning needs of all students.

Through the expansion of the types of learning experiences we will be able to offer students with disabilities, our focus will be on learning differences rather than learning disabilities, encouraging students to utilize personal strengths to overcome individual limitations. Meeting students where they are through differentiated instructional practices will give staff the educational tools they need to expand learning opportunities and close gaps for students with disabilities. In addition, our plan provides for various avenues for students to show what they know and can do in multiple ways (i.e. PBATs, digital portfolios) that will provide greater insight about a student's talents beyond a simple score.

TIMELINE

Danville High School and Bate Middle School have already made plans for changes within the current system to build toward the innovation plan goals in the 2013-14

school year. If this application is approved, we expect further implementation steps in the following two years.

Our application calls for full implementation starting in the fall of 2015 when the Class of 2019, which will the first to meet graduation requirements revised to meet the goals of this plan. The new graduation requirements will be finalized at the school and district level if this application is approved.

In moving toward implementation, the district will begin working toward developing a policy and process for awarding credit in core areas where we will expect students to reach benchmark scores as a requirement for graduation. We will also immediately work toward developing a policy and process for awarding credit for outside learning experiences as described above in Innovative Design Component 5 (awarding school credit for out-of-school learning) in this application. Our goal is also to provide a variety of multidisciplinary courses that will combine content from various disciplines making it possible for students to earn multiple credits through one course. In the new innovation setting, students will earn credit when they demonstrate competency, not simply for spending time in a course.

The district will also develop a detailed plan for building further community awareness and support for the approaches of our innovation plan, including materials that could be used by teachers and staff to gain a deeper understanding of the innovation priorities and research that supports this approach.

We are eager to move forward, having worked diligently since 2009 to learn about and test new strategies for learning. The District of Innovation legislation and regulation offers an opportunity to develop a transformed learning environment as a coherent package with the potential to span K-12 and reach all students in grades 6-12. Our plan has set goals that are as ambitious as any school could — reaching the point where all students are able to meet college- and career-readiness benchmarks while attaining advanced academics and skills that further prepare them to meet postsecondary goals. In addition, our plan involves building a significant sequence of Research & Analysis, Design, and Action opportunities where students experience interdisciplinary challenges and create new information, products, and outcomes in our community and beyond. We feel deep urgency to begin this work and appreciate the opportunity the District of Innovation initiative provides to make school work in a very new and exciting way.

DATA/ACCOUNTABILITY

The Danville District of Innovation plan seeks an accountability system comprised of the following elements, also explained in Innovative Design Component 1 (modified state accountability):

HIGH SCHOOL: Achievement, gap, and growth measured by performance on PLAN assessment in 9th grade (English, reading, math, science) and ACT exam in 10th grade (English, reading, math, science) as well as a Performance-Based Assessment Task

(PBAT) incorporated in Culminating Presentation in 11th or 12th grade measuring depth of academic knowledge as well as competencies included in the Danville Diploma as part of the first bullet item. (See Appendix 1)

MIDDLE SCHOOL: Achievement, gap, and growth measured by performance on EXPLORE assessment in 8th grade (English, reading, math, science) and Performance-Based Assessment Tasks measuring students' demonstrated depth of knowledge in the following areas: mini-PBAT in a combined science/math topic and a combined language arts/social studies topic in 6th grade, a full PBAT in a science/math topic in 7th grade, and a full PBAT in a language arts/social studies topic in 8th grade. PBATs also seek to emphasize and measure the competencies listed in the Danville Diploma.

ELEMENTARY SCHOOL: The application also seeks to permit elementary schools a one-year window to apply to the district to apply modified state accountability by basing achievement, gap, and growth measures on the Measures of Academic Progress (MAP) exam designed to identify each student's achievement level and academic needs. The MAP assessment is used by the district to identify student learning needs and personalize instruction and interventions. By linking accountability to the MAP assessment, elementary schools can concentrate on meeting Kentucky Core Academic Standards while also developing new plans to embed new learning challenges and experiences to deepen students' knowledge, curiosity, and thinking skills. The modified state accountability would assure student achievement while also providing an opportunity for the school to link to the MAP measures and indicators used by the district to assess progress toward reaching EXPLORE benchmark targets.

The PBAT performance options listed in this application grow from our district's involvement beginning in 2012 with a New York-based Performance Standards Consortium, a network of 28 member schools in New York City and State. The assessments created by the consortium have been recognized by the New York State Education Department as an approved state accountability measure.

The student-focused assessment system has had its validity confirmed by the New York state department and the New York Board of Regents in 1995 and reaffirmed in 2008 when additional schools were added. The main components of the system are practitioner-designed and student-focused assessment tasks; external evaluators for written and oral student work; moderation studies to establish reliability; extensive professional development, and predictive validity based on New York graduates' college success. A data report on the New York system is attached. (See Appendix 4)

Teams of teachers and administrators from Danville have attended two separate professional development sessions with New York teachers to research the system and learn about how it is used and how it shapes student work and classroom focus. Our team also has also visited two consortium schools to study the system in action and talk to teachers, administrators, and students about its effects. We seek to incorporate this measure into our accountability system because of its strong connection to serious work

by students on projects that deepen student engagement and measure a real product that students can hold up as a true accomplishment. We propose this measure as a way to test performance assessment in Kentucky.

The New York consortium reports that it has been able to develop a solid assessment system "because the state provided it with time and a safe space to innovate, develop, and refine its system." (Appendix 4) Danville feels fortunate to be able to incorporate a mature, research-proven method that will benefit student learning in our district.

To explain the system further, rubrics for middle school language arts, math, science, and social studies are attached to this application as well as a PBAT quality assurance check form to help examine the rigor of the local process. (See Appendix 7-11)

When this application is approved, further professional development and membership in the New York consortium is planned to guarantee this process operates at the highest-possible level. Danville would be excited to bring this innovative performance assessment alternative to Kentucky and work to produce solid examples of its utility.

Applying to use MAP assessment data as an accountability measure is an another exciting opportunity to incorporate an assessment tool that synchronizes with classroom-focused and teacher-driven efforts to maximize student achievement. In our district, MAP content is seen as closely connecting with Kentucky Core Academic Standards while MAP results closely connect with performance levels that predictably show how well students are prepared to meet EXPLORE benchmarks in middle school. Employing MAP and its 25-year track record as an accountability measure would allow Danville elementary schools to build an assessment system aligned tightly with both a local system to track progress and state accountability.

MAP, a product of the Northwest Evaluation Association (NWEA) based in Portland, Ore. NWEA conducts regular linking studies to examine the correspondence between MAP and state standardized tests used to measure student achievement. Each study identifies the specific Rasch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject (reading, mathematics, etc.) and for each student grade. These studies also estimate the probability that a student with a specific RIT score would achieve a status of "proficient" or better on her/his state test. Because all states may use different tests for measuring student achievement, linking studies are usually necessary for each state. MAP uses an "equipercentile method" to technically connect results to state accountability system cut scores. In addition to exploring another proven method for gauging student achievement and growth, testing this new route for linking MAP to state accountability in Kentucky might open a new opportunity where state accountability could draw data from assessment systems financed by local school districts. A short description of the process of linking MAP results to state tests is attached. (See Appendix 12)

Our application also recognizes the need to present measures for an alternative district and school report card based on the accountability measures in this plan. We recognize

that approval of this grant would require interaction with state testing officials on this aspect. We would plan to make proposals for a revised report card that would show students and parents (and the community) where our students stand on moving toward college- and career-readiness benchmarks as well as building in links, if possible, that would help a parent, student, or viewer better understand what they can do and what the school or district provides to help students improve their performance. Upon approval of this application, our district will file an alternative school report card proposal within 45 days. We would anticipate collaborating with state assessment officials within the subsequent 45 days to produce school and district report cards that would present all relevant data to students, families, educators, and the community.

RESOURCES

From the beginning, our discussions about innovation in Danville have envisioned the need to create a new normal. We realize that innovations that are devised as add-ons often fall apart when a flush of funding evaporates or when new challenges — from budget cuts to major district expenses — add strain. Our first contact with innovation division staff from the New York City schools helped us discover a strategy they have employed: that innovation zone schools must be designed to operate within the current budget realities, realizing that implementation and start-up needs may require some additional resources that would come from a combination of existing state and local budgets and the involvement of outside funders and partners. We are now moving along that line of action.

Upon approval of the District of Innovation application, the Board of Education will act on identifying seed funding to strategically pilot key parts of the plan. Approval of the plan would also solidify the district and schools' ability to see this as a concrete direction forward, thereby allowing us to use our strategic innovation plan as a way to actively seek outside funding to help ensure full implementation and to build support for this approach.

Our plan seeks to serve all middle and high school students within current facilities and with current equipment and technology. The challenge lies in redeploying those existing resources and strategically identifying areas where some supplemental funding may be necessary to effectively realize this plan.

Previously in this document we have described putting in place teams and committees that will work out aspects of implementation: redefining core courses as a tightly aligned sequence that begins in middle school and developing guidelines to assure consistency and rigor as we create new interdisciplinary modules at the high school focused on topics in Research & Analysis, Design, and Action. We would also plan to follow the direction of successful charter schools by creating an Advisory Board to keep us thinking about the big picture of where we are and what we mean to accomplish and to work with our local governance structure to assure that we follow through and see key areas that need attention.

Since we embarked on this trail of discovery and action starting in 2009, it has been all hands on deck. All members of our central office staff are familiar with the themes and new thinking incorporated in this plan. The key ideas have been discussed and refined in student focus groups and community forums dating back years, meaning that none of this will be a departure or huge new direction for the community we serve. We have long been at the table discussing these themes with partners ranging from universities to local business and civic leaders. We have built a strong network of colleagues who know our work, from the leaders of project-based learning in California to administrators and leaders of innovation work in New York City, Chicago, Maine, Georgia and more. Most importantly, our local school administrators, teachers, and students have been deeply involved in discussions and work toward this goal over the past four years.

Major steps toward realizing this plan have already been taken as our schools and district tested new strategies. Through the District of Innovation application process, we have sought to identify issues and innovations that can turn our action toward engaged, higher-level student learning into a system built around those principles. Those conversations led to the strategies highlighted in this application — a mix of requests to modify existing measures and structures and to add new roles and opportunities. All of these elements are essential to helping schools in Danville pull the pieces together and provide a strong foundation to transform the learning experience at all of our schools and for all of our graduates. At this point, creativity is our ally where resources may be lacking, and urgency exists to help us use this opportunity to galvanize support and resources to address unmet needs and bring about change highly advantageous to our students and community and instructive to our colleagues in education across Kentucky and beyond.

STUDENT SERVICE PLAN

This plan will impact learning experiences and raise expectations for every student at Bate Middle School and Danville High School and potentially at elementary schools that opt in, creating stronger connections for students between academic content and application. Our plan reaches all students in grades 6-12 with implementation of some components starting in 2013-14 and full implementation by 2015-16. Access to a range of new learning experiences will provide new opportunities for all students, including special education pupils.

This plan raises the bar for every student, but will particularly benefit students with less support at home or who have a harder time navigating school. We will utilize staffing innovations to provide new support and planning that will put more students on a productive success path. In addition, creating a single set of core classes designed from grades 6-10 to prepare students to reach college- and career-readiness benchmark targets will ensure that students who have made barely passing grades and stayed away from honors classes will be on a track that promises higher-level learning experiences. Our innovation strategies are designed to make core courses more engaging and focused to better serve students. In addition, setting the ambitious goal of connecting graduation with college- and career-readiness benchmarks will bring

dramatic new urgency to our efforts to monitor progress, provide supports for struggling students, address instructional weaknesses, and develop new intervention and recovery options for students who wind up off track.

We also expect that our innovation strategy of creating more time and opportunities for students to work on interdisciplinary challenges and build skills in the areas of Research & Analysis, Design, and Action will spark more students' passion to learn and allow students who have never identified with textbook learning — and might have even found it hard to stay awake — to come alive in a more dynamic learning atmosphere where student interests are considered and the skills that are built obviously connect to real work and real life.

This plan also offers an opportunity to make more deliberate connections with the likely providers of a college education and entry to careers for our students. We will work to gain valuable insight from them about how our schools need to operate differently to ensure postsecondary success for all of our graduates. We expect these strategies will help to raise graduation rates and, particularly when coupled with more deliberate efforts to know and connect with students, to discourage dropouts. As much as our innovation plan creates a higher-functioning and more dynamic learning system, it is also designed to create a system of true personal development for the children and families we serve. We are excited by the challenge, which we feel is more reachable than ever with the opportunity to tailor our program and try new approaches under the District of Innovation umbrella.

For a fuller description of aspects of our design, including examples of interdisciplinary Research & Analysis, Design, and Action modules, as well as thoughts about how all of the different innovation emphases can work across boundaries, please review the Danville Information Age Learning Plan. (See Appendix 5)

OUTCOMES FOR LEARNING

The goal of the Danville District of Innovation application is to have all students prepared well beyond college- and career-readiness benchmarks by the time they graduate and to develop a range of options for students that will draw them into deeper levels of thinking, learning, and accomplishment. We seek to have this system in place by the fall of 2015, when the Class of 2019 reaches Danville High School, and for all students who follow. The student experience will be customized, K-8, according to strengths and areas of need identified through MAP as well as through other less formal but equally valuable formative measures (teacher observations, etc.) In this redesigned competency-based learning experience, learning will become the constant and time the variable.

The Common Core standards as well as the competencies outlined in the Danville Diploma will be combined to create rich, meaningful experiences for students, including a four-year high school experience that adds value for students by intentionally building skills and experiences that will give them an advantage in future endeavors.

Each year, students will be immersed in problem- and challenge-based learning experiences emphasizing content application, interdisciplinary connections, and those essential competencies outlined in the Danville Diploma. Day-to-day examples might include activities for the youngest students like constructing a workable means for the gingerbread man to cross the river. Older students might invent carnival games that ultimately benefit the carnival but allow players to win enough to keep them playing. While working on such a challenge, students will be reading about efforts to evaluate games for challenge and appeal. This plan makes real world problem-solving and service learning priorities. We will emphasize an entrepreneurial mindset, placing students in the role of producing rather than simply consuming.

Alignment will occur intentionally beginning in 6th grade to ensure EXPLORE, PLAN, and ACT benchmarks are met. It is also important to note that the benchmarks are a minimum standard each student should achieve.

The 11th and 12th grade years will provide increased, intensified opportunity for experiences designed to ensure college and career success. The goal is for each student to graduate with at least one viable plan solidly in place for his or her next step. It is critical that intentional measures are implemented beginning in 6th grade to ensure student connection to the school and the learning experience.

Goal conferences will be held initially with each student in 6th grade to explain collegeand career-ready benchmarks, discuss crucial achievement milestones measured internally by MAP exams that will show progress toward reaching those benchmarks and to create an individual plan for pursuing student interests and goals. In addition, initial conferences will introduce the digital portfolio, where students can collect work that proves their mastery of Danville Diploma skills. After the initial year of implementation, students will start their digital portfolios during the elementary years.

Maximum flexibility with instructional approaches, curriculum access, and the school day is essential to customize and maximize the experience for each student. To achieve an experience customized for each student, technology is crucial. A blended learning approach must be used when possible and appropriate. Adaptive instructional tools such as ALEKS and Compass Learning/Odyssey are already in use. Not only will these types of resources help us to better meet students' individual needs on-the-spot, they also help to free teachers to design the kinds of rich, meaningful, highly engaging problem/challenge-based experiences for students that only teachers can design.

By offering students multiple pathways that include real-world experiences, we can create more meaningful outcomes for all students. With the end goal in mind, whether that be college, technical school, military, the workforce, or another option of a student's creation, each student will have a customized learning plan tailored to ensure they reach their postsecondary aspirations. Our plan calls for non-traditional methods of assessment measures based on students' learning styles, encouraging students to

take risks and utilize creativity as they expand on the ways in which they can demonstrate learning.

Expanding opportunities for all students ensures the equitable provision of a rich and meaningful educational experience. We are fortunate to have a school community that is richly diverse. The freedom to customize learning experiences, to redesign school to be a place where every student, regardless of gender, race, or ability can achieve their goals, is a necessity. Musician Frank Zappa stated that "without deviation from the norm, progress is not possible." To enable our students to be successful, we must deviate from the traditional notions of school. As curriculum is developed and instructional experiences are planned, we will continually ask, "How can we provide students with something unique — an experience they can only get because they are here?"

Below are the ways we explain this plan to our stakeholders:

WHAT INNOVATION MEANS FOR OUR PARENTS AND OUR COMMUNITY: We are raising the bar. Under our innovation plan, demonstrating college- and career-readiness will go hand-in-hand with earning a diploma in Danville. In an information economy, we can't settle for anything less. Under our plan, each student will get support from teachers and the school so that all can reach college- and/or career-readiness benchmarks and then design a plan for developing advanced skills and academic preparation that will give them an edge on their path after high school. This expands our focus on AP and college-level learning and career and industry pathways while building up our interdisciplinary project-based approach to make learning more relevant and challenging. Along the way, our students will get a new range of experiences: personal and team challenges, research and design opportunities, chances to work on real community issues, opportunities to gain arts and expression skills, and updated practical skills including public speaking, fitness and wellness options, and a course to prepare for adult life.

We are committed to helping every student know their strengths, build on them, know how to deal with setbacks, gain from real-world learning experiences, and have an advantage in succeeding beyond high school. We also want to tap the strengths and talents of our teachers to the fullest extent. Our plan also asks for a customized assessment system that will produce results that are meaningful to students and families and help our teachers focus on deeper and more engaging learning experiences for all students.

WHAT INNOVATION MEANS FOR OUR STUDENTS: A student's time in the Danville Schools will focus on proving individual readiness for college and/or career, then moving on to define a path of learning that will be most interesting and most useful as the student targets their next step after high school. Engaging learning experiences customized for each student begin in kindergarten. This is the first step in a learning system built to meet individual needs. In addition, throughout the time spent in our schools, students will face a series of learning challenges created to meet individual

interests and build in competencies listed in the Danville Diploma like teamwork, creativity, and analyzing data and information to find answers.

Starting in middle school, students will get a head start on learning the English, math, science, and social studies needed to be considered college- and/or career-ready by the state. We are building a five-year plan that will to prove readiness at the end of 10th grade. From there, students will map out a customized pathway that will offer an edge toward your goals for learning after high school. In addition, our schools will offer interesting new classes where students and classmates will tackle thought-provoking questions that can be answered with research. Students will learn to find information, get answers, and decide what the information really means. We will offer design classes where students will use your creativity to come up with solutions and then test them to find ways to improve or rethink their work. We will also offer new "action" courses where students can help create solutions to community problems or get credit for working as an intern or shadowing people on a job that interests them. We want to create a system that prepares all of our students for an exciting future filled with information, challenges, and possibilities. With the resources and technology available, we think every student is a success story. We want to help you imagine and write the first chapter for each student in our school!

WHAT INNOVATION MEANS FOR TEACHERS: We are focusing our efforts on what matters most — preparing all students to be college- and career-ready as defined by the current accountability system, and developing a plan for students to be successful in the next chapter beyond high school, whether at college, at work, in the military, or toward a target a student designs for themselves. Our schools will seek to invent an array of engaging new learning experiences for students: Elementary experiences that prepare students for blended learning, problem solving, and taking an active role in their learning. We will create challenges that help students learn about themselves and the world around them, gaining practice at what it means to be a self-directed learner. At the high school, interdisciplinary explorations in Research & Analysis, Design, and Community Action will inform students beyond core subjects and advanced academics and skills.

In addition to offering and teaching specific subject-area courses, we will become leaders in finding ways to build language arts, math, science and social studies skills in courses focused on real-world issues and problems. Arts and expression will also become an umbrella that stretches across all areas of study in addition to working as a discipline on its own. In the end, we want to prepare students with experiences and a plan that will lead to success beyond high school.

We feel like these descriptions paint an exciting future for our students, educators, and community. Copious research defining elements of college- and career-readiness which has informed this application are set out in the opening Needs Assessment/Rationale section of this application. Still it is worth noting that key reports on emerging needs for to improve learning at the college level point toward many of the same attributes and skills identified for Danville students in this District of Innovation application. In 2008, the

Association of American Colleges and Universities published a new list of "essential learning outcomes" necessary to prepare students for success beyond college.

The list outlines four main themes with bullet points and focal points. The outcomes are as follows:

- * Knowledge of Human Cultures and the Physical and Natural World
 - * Through study in the sciences and mathematics, social science, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

- * Intellectual and Practical Skills, Including
 - * Inquiry and analysis
 - * Critical and creative thinking
 - * Written and oral communication
 - * Quantitative literacy
 - * Information literacy
 - * Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- * Personal and Social Responsibility, Including
 - * Civic knowledge and engagement local and global
 - * Intercultural knowledge and competence
 - * Ethical reasoning and action
 - * Foundations and skills for lifelong learning

Anchored through active involvement in diverse communities and real-world challenges

- * Integrative and Applied Learning, including
 - * Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through application of knowledge, skills, and responsibilities to new settings and complex problems

The document was "developed through a multiyear dialogue with hundreds of college and universities about needed goals for student learning; analysis of a long series of recommendations from the business community; and analysis of the accrediting requirements for engineering, business, nursing, and teacher education." (Association of American Colleges and Universities. Greater Expectations: A New Vision for Learning as a Nation Goes to College. 2002.)

We reprint the list in this application because it serves as both evidence and aspiration for the outcomes for learning we expect as under this District of Innovation plan.

Requiring students to demonstrate benchmark-level performance and adding advanced academics and interdisciplinary modules will push our district to find new ways to help more students achieve at far higher levels, it will also restore confidence that a high school diploma is a sign of readiness to move to a new level of adult learning and citizenship.

Our goal is prepare all of our students with powerful learning experiences, global preparedness, excellence in communication, and regular opportunities for growth. At the same time, we continue to pursue or goal of building an active and informed community. This District of Innovation application allows the Danville Schools an opportunity to be a leader in Kentucky by showing how the education system can be transformed into a learning experience that values and strengthens every student.

The outcome for learning we seek through the waivers requested and the goals of this plan are about equipping every student not only academics and skills that promise success after high school, but learning experiences that will give Danville students an advantage on any option they choose for a life of productivity and curiosity after high school. We will create a diploma that delivers real possibility.



DISTRICT GOALS

Work to transform our school district revolves around an ambitious set of goals adopted by our school board in 2009 and affirmed each year since.

POWERFUL LEARNING EXPERIENCES: Every Danville student will consistently experience classroom work and activities that are meaningful, engaging, and relevant, connecting to students' interests and/or previous knowledge.

GLOBAL PREPAREDNESS: Every Danville student will be immersed each day in learning opportunities intentionally designed to develop skills such as critical thinking, problem solving, teamwork, and data analysis, enabling them to compete globally.

GROWTH FOR ALL: Every Danville student, regardless of starting point, will achieve at least one year of academic progress in reading and mathematics each school year.

EXCELLENCE IN COMMUNICATION: Every Danville student will be provided regular and multiple opportunities to demonstrate learning through verbal and written communications, visual and performing arts, and the use of multiple forms of technology.

AN INFORMED & INVOLVED COMMUNITY: The Danville Schools will establish effective two-way communication, in various forms, with all stakeholders in the community.

This set of goals serves as the guiding philosophy for the Board of Education and district support of schools. It stands in place of a mission or vision statement as a way to express a larger set of priorities.

THE DANVILLE DIPLOMA

In 2012, educators and administrators from across the district created a new definition of what the district wants all students to experience before they graduate from high school. The Danville Diploma provides a blueprint for teachers and the community and is being used to highlight and align learning experiences at all levels. It describes learning experiences that would meet the district goals, and it has been the foundation for discussions and work toward drafting the District of Innovation application.

What Comes with a Diploma from Danville Schools?

- Intentional experiences to equip students with skills to:
 - > Persevere when faced with challenges
 - > Value and exercise creativity
 - > Discover how critical thinking skills are used across disciplines
 - > Become a functioning member of a team
 - > Exercise effective communication and presentation skills
 - > Understand the importance of taking initiative
 - > Learn about various aspects of leadership and develop those skills
 - > Adapt and problem solve
 - > Manage time and create a plan for accomplishing a task or goal
 - > Know how to find reliable and accurate information
 - > Analyze, synthesize, and make inferences from data
- The requirement for students to demonstrate readiness to move to the next level at specific transition points (grades 5, 8, and 12) by demonstrating growth and development as a learner and productive, contributing member of the school and larger community;
- Meaningful, in-depth experiences for students with service learning and career interests as well as on going opportunities to experience and explore both visual and performing arts;
- Opportunities each year for students to plan for successful pathways for both college and career, starting no later than 5th grade, with the purpose of being exposed to as many options as possible;
- The requirement for all students to take either an Advanced Placement or college-level course and the opportunity to earn career certification;
- Opportunities for students, beginning in kindergarten, to become conversant in one language, other than English or their native language, with the chance to explore others;
- Learning through meaningful projects and taking part in meaningful processes to develop deeper understandings;
- Opportunities to become financially literate, both on a personal level and with the larger economy;
- An understanding of using social media responsibly as well as possible consequences when appropriate judgment is not utilized;
- The development of what it means to be a responsible citizen, and a deep sense of connection to the Danville community.

Appendix 2

STUDENT OWNERSHIP OF LEARNING

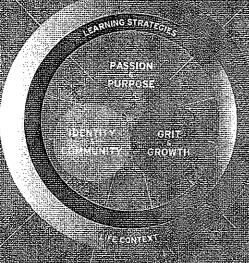
I must own and drive my learning to be successful in school and life

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LEARNING STRATEGIES

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- · I set goals for what I will learn, make plans, monitor my progress, and adjust as necessary
- know how to manage my time effectively to achieve my learning goals
- i have techniques to help me understand. Organize, and remember new facts and ideas
- I know when, how, and from whom to seek help and will do it

LIFE CONTEXT

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Appendix 4

Educating forthe 21st Century

Data Report on the New York Performance Standards Consortium



A practitioner-developed & student-focused performance assessment system



317 East 67th Street New York, New York 10065 917-821-8592 www.performanceassessment.org

Educating for the 21st Century

Data Report on the New York Performance Standards Consortium

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- L New York Performance Standards Consortium
 Time and Space to Innovate®
- 2. Multiple Outcomes of NY Performance Standards Consortium.
 Graduation Rates and College Readiness
- 37 FELEs and Students with Special Needs
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 Chart 6: Teacher Turnover Rates
- Z . Citations of Consortium Success (selected)
- 9 The Tasks Literature Task
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- 11 Science Task
 Supplementary Tasks
 The Arts
 Arts Criticism
 Internships
 Foreign Language

12 Rubrics

Credits: Photographs by Roy Reid; Design by Li Wah Lai



Foreword

s I read "Educating for the 21st Century: Data Report on the New York Performance Standards A Consortium," I thought so this is what accountability should look like: a model of complex accountability. I admit I am profoundly suspect of prevailing claims of education progress measured only by test scores, but I am equally hungry for a deep accountability framework that speaks ethically and honestly about the challenges and accomplishments of schools.

From this report we learn about the Performance Standards Consortium, a network of public small schools serving a range of students, with diverse needs and gifts. Without being selective, these schools beat the odds in New York City and the nation in rates for student graduation, college going and college persistence for working class and poor youth. Designed with intentionality toward intellectual inquiry and performance, the schools challenge both high achieving students and those students who are most educationally vulnerable – English language learners, students receiving special education services, minority males. An astonishing counter-story to what we read in the newspapers about public schools.

With this volume, the Consortium presents two gifts to readers. First, we encounter a rich menu of accountability indicators much more revealing, ethical, provocative and useful than simple counts of standardized test scores. Second, at a time when I fear the public can no longer imagine what good public education looks like, for all children, where teachers stay and students engage, the Consortium has widened the public educational imagination for the schools our children deserve.

This is the investment our nation needs.

Michelle Fine Distinguished Professor of Psychology and Urban Education, The Graduate Center, City University of New York

t a time when schools in New York City are struggling to find ways to increase college Areadiness and insure that graduating students actually have the skills to succeed in college, the results achieved by schools within the New York Performance Standards Consortium are not just noteworthy, they are remarkable. On almost every measure of need and disadvantage these schools are serving a more challenging population of students, yet they are finding ways to meet their learning needs by focusing on the types of skills that are too often ignored: critical thinking, problem solving, research and expository writing, public speaking, independent initiative.

These schools are showing us what might be possible if we broadened our view of assessment to include a focus on evidence that students are receiving a broad range of academic and social



skills. They show us that truly innovative educational environments support great teaching and produce committed teachers, and that it's possible to encourage students to take responsibility for learning without relying upon pressure, threats and fear.

Pedro A. Noguera, Peter L. Agnew Professor of Education Steinhardt School of Culture, Education and Development NewYork University

hat this slim volume teaches us is that strong professional communities create powerful schools. Although "Educating for the 21st Century: Data Report on the New York Performance Standards Consortium" focuses on the startling results of the Consortium member public school students—their successful rates of graduation and college attendance and persistence—what caught my attention is the astonishing rate of teacher retention. That is a telling bit of datum—it means that in these schools, with their teacher-designed and revised assessment system, teachers finally have the professional respect, autonomy, and responsibility to make their schools work for their students. And the results speak to their success.

Teachers thrive in such an environment. They aren't there for a two-year stint and then go on to "real" careers. They stay, and learn, and grow even better at what they do. Students can only benefit from the thoughtful collaboration and collegiality of caring and intelligent teachers. This report testifies to that, and it's something that those who have the power to implement education policy need to pay close attention to.

Deborah W. Meier Senior Scholor Steinhardt School of Education New York University



New York Performance Standards Consortium

he New York Performance Standards Consortium (Consortium) has developed a proven practitionerdeveloped, student-focused performance assessment system for its 28 member schools in New York City and State. Its validity was confirmed by the NY State Education Department and the NY Board of Regents in 1995 and reaffirmed in 2008 when additional schools were added. The main components of the system are:

- Practitioner-designed and student-focused assessment tasks
- External evaluators for written and oral student work
- Moderation studies to establish reliability
- Extensive professional development
- Predictive validity based on graduates' college success

Additional components include an emphasis on:

- Inquiry-based teaching and learning
- Discussion-based classrooms

Years before the Common Core State Standards were promulgated, Consortium schools had developed a culture focused on deeper learning skills. Freed of the pressures to "teach to the test," Consortium teachers developed a multi-layered, student-focused curriculum, in addition to and beyond the assessment tasks. Not only assessment but instruction, too, reflects the values of the Common Core: open-ended questioning; intensive reading, writing, and discussion; student input; and



assignments extended over longer periods of time than the more conventional standardized approach to assessment and instruction.

Time and Space to Innovate

The Consortium has been able to thrive in New York because the state provided it with time and a "safe space" to innovate, develop, and refine its system. Over the past dozen years, while we have witnessed the serious shortcomings of large-scale assessment systems imposed on teachers and classrooms "from above," the Consortium system—teacher-designed and flourishing at the school and local levels—has nurtured a committed cadre of practitioners who believe in the system and have devoted years of work to grow it and refine it.

The Consortium includes a range of schools, from transfer schools (or "second-chance" schools) to schools in the International Network to Title One schools and schools with both the urban poor and the urban middle class. All types of schools and students have benefitted, including schools with large populations of students with IEPs, who have successfully earned diplomas. Recently, the organization Advocates for Children, in their proposal for "multiple pathways to a diploma" in NY State, has supported expanding the NY Performance Standards Consortium so that more students with special needs would have access to other options for demonstrating college and career readiness.

Multiple Outcomes of NY Performance Standards Consortium

The Consortium approach produces far better outcomes when compared with state and national data. While standardized assessments limit targeted outcomes to grades on standardized exams, the Consortium broadens the definition of outcomes by looking at:

- Graduation Rates and College Readiness
- ELLs and Special Needs
- Predictive Validity and College Persistence
- Minority Male College Data
- Suspension Data
- Teacher Turnover Data

Graduation Rates and College Readiness

The results for Consortium graduates have been far-reaching and positive. The Consortium graduation rate exceeds that of the overall NYC public schools (see Chart 1). And a study conducted by Dr. Martha Foote ("Keeping Accountability Systems Accountable," Phi Beta Kappan, January 2007) shows that the Consortium has "a proven record of producing graduates who go on to successful undergraduate careers." Eighty-five percent of Consortium graduates attended colleges rated competitive or better according to Barron's Profiles of American Colleges and persisted in college at rates higher than the national average. All this was accomplished despite the fact that the Consortium schools' pool of students include more students living at the poverty level, a higher percentage of Latinos and English Language learners, and a higher percentage of students with lower English and math skills than the overall NYC public high school population (see Chart 1).



ELLs and Students with Special Needs

An ongoing study of ELL students in the ten established NYC International Network schools found that the three International schools within the Consortium scored better on their ELA Regents exams than those students in International schools that are not in the Consortium.

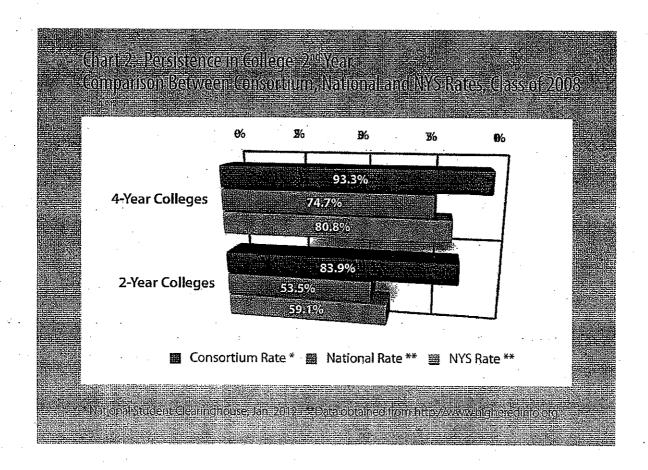
Also, the Consortium has developed a list of accommodations to meet the needs of students with IEPs so that they can benefit from the PBA system even though it poses a greater academic challenge than the standardized exams. As a result, the graduation rate of Consortium special ed students exceeds that of special ed students in the general NYC public school population (see Chart 1).

Chan 1s Comparison of Consortium an	a nyceublichigh sa	hool Data
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Average 8th grade proficiency (out of 4.50)	271	2.76
d Year Graduation Rate 2001.	68.62	
5-Year-Graduation Rate (bused on 20-more years of enrollment)	76,0%	66 198
DropourRate UT		
Black Graduation Rate	60.8%	53.9%
Hispanic Graduation Rate	6450	7 85 51893
:Asian Graduation:Rate	87.6%	76.8%
White Graduation Rate	77-9%	7.9%
ELL Graduation Rate	69.5%	39.7%
Students,w/special needs Graduation Rate	50.0%	24.7%
Denned as qualifying for free or reduced funch		
Adjistics found and derived from NYCDOE (2009): 2008-09 2010): 2008-2009 Progress Report Measures for schools for late, found at each schools NYCDO: website: NYSFD (Appl	transfer students: NYCDOE (Fe	omary-2010) School r
each school NYSEÖ 12010). <i>Public Sch</i> ool Total Cohonigicau School Yearail Students: NYC DOE (March 2010). New York (st	ation Rate and Enrollmen#@itiz	nne dimma v 2008 r

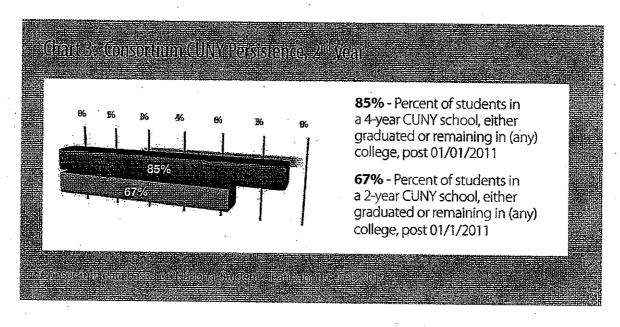
Predictive Validity and College Persistence

The performance-based assessment tasks (PBATs), which have become the basis of the Consortium's assessment work, reflect the complexity of learning that Conley refers to in his seminal work on college readiness ("Toward a More Comprehensive Conception of College Readiness," 2007): analyzing conflicting phenomena, supporting arguments with evidence, solving complex problems that have no obvious answer, and thinking deeply about what is being taught. These are the specific skills that Tony Wagner has argued are needed to prepare students for the 21st century ("Rigor Redefined," 2008).

National Student Clearinghouse data confirm that the Consortium schools are preparing students to succeed post-graduation. A recent report on the Consortium's graduating class of 2008 documents results that far exceed national, state, and city norms. The rates for sustainability are remarkable, particularly for Consortium students attending two-year colleges (see Charts 2 and 3).

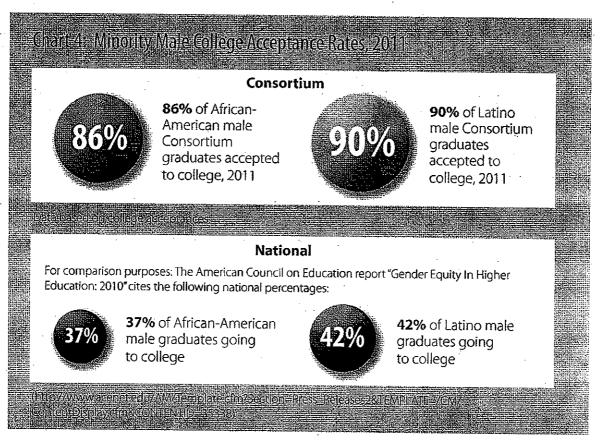






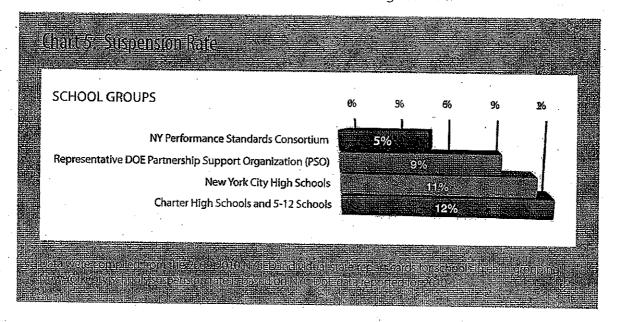
Minority Male College Data

In this category, too, the Consortium rates show much more positive results than comparable populations.



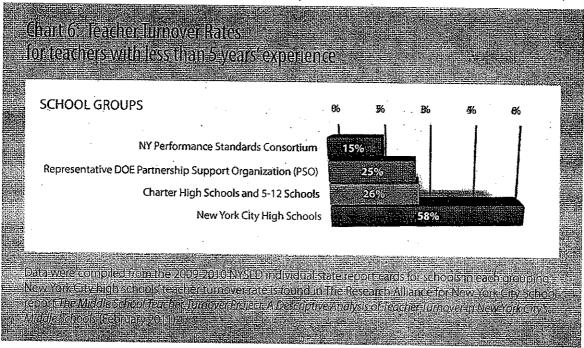
Suspension Data

The Consortium has lower suspension rates than other NYC high schools.



Teacher Turnover Data

The Consortium has lower teacher turnover rates than other groups of NYC public schools.



Citations of Consortium Success (selected)

American Educational Research Association (2011, April). Authentic Pedagogy: Examining Intellectual Challenge in a National Sample of Social Studies Classrooms. Best Paper Award. Researchers in a multi-state study of social studies classrooms found high levels of authentic intellectual work only in the Consortium schools, crediting the Consortium's variance from the state tests for teachers' ability to delve deeply with students.

Foote, M. (2007). Keeping accountability systems accountable. Phi Delta Kappan, 88(5), 359-363. Dr. Foote's study indicates that despite serving a more disadvantaged student population than NYC high schools in general, Consortium schools have much higher graduation rates, plus their students do well in college and persist at a rate better than the national average.

Foote, M. (2012). Freedom from high-stakes testing: A formula for small school success. In Critical small schools (Charlotte, NC: Information Age Publishing). Dr. Foote discusses how Consortium schools, freed from state testing mandates, prepare their students for college by teaching them how to write papers, develop and defend theses, construct arguments, and do oral presentations.

Mathews, Jay. (2011). Give us your ideal schools. Washington Post, 08/29/2011. Columnist Jay Mathews highlights the Consortium schools for their success in graduating urbanstudents at high rates and preparing them for the academic rigors of college.

Regents Exam Review Panel (2002, October). Critique of Global and American History Regents Exams. New York: New York Performance Standards Consortium. Retrieved on 5/3/10 from http://performanceassessment.org/consequences/ccritiques.html. Historians compare the Global and American History Regents exams with the Consortium's history assessments and conclude that, unlike the Regents tests, the Consortium's assessments foster the interpretive and critical thinking necessary for college-level history courses.

Regents Exam Review Panel (2002, November). Critique of Living Environment Regents Exams. New York: New York Performance Standards Consortium. Retrieved on 5/3/10 from http://performanceassessment.org/consequences/ccritiques.html. Scientists compare the Living Environment Regents exams with the Consortium's science assessments and conclude that, unlike the Regents tests, the Consortium's assessments demand that students employ the scientific method and use basic underlying scientific habits of mind necessary for college-level science courses.

Schmoker, M. (2009). Schools must collect data that serve a 21st century agenda: A consortium of New York schools show how, Educational Leadership, 66(4), 70-74. The author discusses how Consortium schools, unconstrained by state standardized testing mandates, use data to support instruction for such complex learning as critical thinking and problem solving.

Tashlik, P. (2010). Changing the national conversation on assessment. Phi Delta Kappan, 91(6), 55-59. The author shows how Consortium schools use qualitative data to make substantive decisions about students.

Teacher to Teacher Publications (New York: Teachers College Press). A series of books and DVDs published by the Consortium, providing a valuable and practical resource for the classroom teacher.

Back to the books: Creating a literacy culture in your school (2010) Inquiry in action: Teaching Columbus (2006) Inquiry teaching in the sciences (2004) Looking for an argument? (2004) Serving the community: Guidelines for setting up a service program (2006) Talk, talk, talk: Discussion-based classrooms (2004) Teaching American history: An inquiry approach (2004)

United Federation of Teachers Task Force on High Stakes Testing (2007, April). Report of the UFT Task Force on High Stakes Testing. New York: United Federation of Teachers. Retrieved 5/6/10 from http://www.uft.org/news/issues/reports/taskforce/index. html. The task force, concluding that high-stakes testing policies are harming teaching and learning, singles out the Consortium's assessment system as an alternative model for improving instruction and developing strong learners.

Wagner, T. (2008). The global achievement gap: Why even our best schools don't teach the new survival skills our children need - and what we can do about it (New York: Basic Books). The author, a Harvard education professor, cites the Consortium for its outstanding assessment and accountability systems that ensure students learn the skills they need to survive in the 21st century.

Wolk, R. (2010). Education: The case for making it personal. Educational Leadership, 67(7), 16-21. The author discusses the inquiry-based learning and performance assessment at a Consortium school, concluding that they foster the complex skills needed to develop life-long learners.



The Tasks

Performance-based Assessment Tasks (PBATs): Multiple ways to express learning

All Consortium schools require students to complete academic tasks to demonstrate college and career readiness and to qualify for graduation. Topics emerge from class readings and discussion. In some classes, the tasks are crafted by the teacher and in other instances by the student. Thus, each semester different questions may be developed. All graduation level tasks are evaluated using the Consortium rubrics.

laterature Task

The student will write a well-developed literary analysis, tising a text of appropriate complexity and showing connections between the text and other substantial issues, such as a larger issue of theme, another work of literature, the historical or biographical context, a filmed version of the text-or noted works of relevant criticism

The paper is organized around a compelling argument and thesis, uses relevant evidence and quotations that support the argument and provides meaningful interpretation of texts. In addition to demonstrating accepted conventions for writing, the paper also ha evidence of a student's voice and style.

Each student also presents orally, either defending the paper or by demonstrating ability to adapt skills to a new text, which the student has read independently.

External evaluators assess both written and oral work using the Consortium rubric

Sample Literature PBATs:

- Who is an American? Does the American dream. change depending upon the identity of the dreamer? What qualifies as a triumph or a failure? Who emerges heroic and who allows the pursuit of the dream to turn him villainous? Use two of the novels we've read this semester to explore these questions.
- ▶ In his essay, "An Image of Africa: Racism in Contad's Heart of Darkness," Chinua Achebe argues that Conrad is a "bloody racist." Based on the ideas made explicit in his essay and those implicit in Conrad's novel, do you agree or disagree with Achebe's argument? Is the real monster in Heart of Darkness Conrad himself? Or did Achebe misconstrue Conrad's intentions, which were to expose the evils of colonialism?
- ► The conflict between moral law and state law in Antigone and A View From the Bridge
- The role of gender in the tragedies of Othello and



Math Task

The math PBAT is built around problem. solving and applications of higher levels of mathematics.

The student is expected to use sound mathematical procedures accurately when solving problems; justify all mathematical statements efficiently and accurately; and create appropriate models, inherent to the task, that represent the problem accurately and elegantly.

Communication is an important aspect of the mathematical task. Students are expected to use mathematical terminology and notation, communicate clearly the process and solution used; and make predictions. Students will also discuss how mathematical concepts interconnect, build on each other, and apply to real-world situations.

External evaluators assess both written and oral work using the Consortium rubric

Sample Math PBATs:

- Texas Tech -vs- Oklahoma: A comparative statistical analysis that exhibits how data can be manipulated to convey a variety of messages.
- Plinko: Students design their own. Plinko board, then use Pascal's Theory to compare their empirical data against expected outcome data.
- How can matrices be used to solve multivariable mathematical situations?
- How can the properties of parabolas be employed in producing solar energy?
- What equations can be used for parabolic solar panels?

Social Studies Task

The social studies task requires students to develop a text based research and analytical paper in history or the social sciences. The paper consists of an argument organized around an idea, thesi or question and is supported by accurate and persuasive evidence from both primary and secondary sources. Alternative points of view are presented, explained, and analyzed. In addition to demonstrating accepted conventions of standard English, the paper is also expected to show. evidence of a student's voice and writing style

External evaluators assess both written and oral work using the Consortium rubitic

Sample Social Studies PBATs:

- Why did Lincoln support abolition? Did his views change over time, and why?
- Looking Abroad—France and the headscarf ban in public schools.
- How has France defined national identity in comparison with the U.S.? What conflicts have arisen when different cultures meet? How is multiculturalism defined or restricted? Discuss what can be learned from this case study about our own society.
- Why did the United States lose the Vietnam War? Consider the role of the American media, the anti-war movement, and the Pentagon Papers.
- The Stimulus Package: Is this the decline of the American Dream? An in-depth investigation of one aspect of the Recovery Act of 2009, including funding sources. allocations, and arguments for and against the legislation.
- What are the connections between population trends and immigration laws? Analyzing U.S. Census statistics for race. language, income, education, and other basic demographic indicators, nationally and for NYC.



Science Task

The science task is an extended science project or original experiment that grows out of research studied in class. Students contextualize and develop the hypothesis develop the design for carrying out their research, and collect data consistent with the problem. Necessary charts, tables, and graphs are generated to facilitate analysis of the data and interpretation of the fesults. Finally, the students suggest revisions for the experimental plan and questions for future research.

External evaluators assess both written and oral work using the Consortium rubric.

Sample Science PBATs:

- How do particle size and density influence the erosion of beach sand? What are the alternatives to beach replenishment?
- ▶ Mitochondrial DNA Project: Student researches origin of modern humans, exploring both the Multi-Regional and Out of Africa theories, creates hypothesis, then analyzes own mitochondrial DNA sequences to determine if the data support the hypothesis.
- Which digestive system is the most effective: A comparison of fetal pig, human, and cow digestive systems.

Supplementary Tasks

In addition to the four required academic tasks, schools may choose to include supplementary tasks. Below are a few of the tasks that individual schools have chosen to include among their curricular and graduation requirements.

The Arts

Extensive work in one of the arts and public presentation of accomplishments. Includes visual arts, music, playwriting, theater, ceramics, poetry, fiction writing. Visiting artists provide critiques and feedback.

Arts Criticism

Using the resources available in the city, students visit galleries and museums; choose an artist to study in depth, develop and conduct interviews of those active in the arts, and present to students and others.

Internships

In-depth internship over a significant amount of time at an organization—private or public—or with an individual practitioner in an area of concern and interest to the student. Followed by a presentation to students and others.

Foreign Language

Students learn a language other than English and develop comfort and fluency in the language.

Rubrics

Rubrics provide the basis on which to review the quality of student work across four performance tasks: the analytic essay, social studies research paper, science experiment and applied mathematics.

New York Performance Stand Performance Assessment: Lit	ards Consortium	Student					
Sircle One: Written Oral	erary Analysis	Title/Texts					
Sircle One: Teacher Exten							
Overall Evaluation	<u> </u>	Signature		Date_	··· ···		
Performance Indicators	Outstanding		Good	Competent	Needs Revision		
Thesis and organization	Efficiently organizes pape compelling argument Develops argument thoug persuasively Uses relevant, convincing quotations that thoroughly argument	htfully and	Has a clear argument Effectively organized and developed coherently around central argument Uses relevant evidence & quotations that support central argument	Has a central idea Mostly organized around a central idea, but may lose focus at times Uses relevant evidence and quotations to support central idea	Lacks a central idea Unificused organization Litte, imetevant, or no evidence used		
Analysis	Provides deep insight and meaningful Interpretation. Elaborates on central arg meaning of supporting avi answers question, So who Considers author's langue choice of genre Analysis drives discussion elements when relevant	of texts ament and idence; st? sge, craft, and/or	Creates meaningful interpretation of texts Explores central argument and meaning of supporting evidence; answers question, So what? Analysis three discussion of literary elements when relevant	Provides basic interpretation of texts Develops central idea and explains choice of evidence and quotations	Summarizes or uses faulty analysis Little or no interpretation of texts Little or no use of evidence or quotations		
Style and voice	Evidence of ambition, pas or deep curiosity Writer willing to take risks Displays intellectual enga- Creative, clear, and appro- language and word choice.	gement priate use of	Evidence of a mind at work Evidence of interest in topic Clear and appropriate use of language and word choice	Communicates Ideas clearly Shows some awareness of appropriate language and word choice	Relies on conversational language Little or no evidence of formal or appropriate use of language and word choice		
Connections	Makes insightful connection and something outside the It - Another work of literatur - Historical context or - Biographical context or - Larger issue or theme o (must be supported with evidence) or - Film version of text, or - Substantial criticism	ext: e or f importance	Makes appropriate connection between text and something outside the text: Another work of literature or Historical context or Biographical context or Larger issue or theme of importance (must be supported with relevant evidence) or Film version of text, or Substantial childsm	Establishes a connection between text and something outside the text: - Another work of literature or - Historical context or - Biographical context os - Larger issue or theme of importance (must be supported with retevant evidence) or - Film wersion of text, or - Substantial criticism	Inappropriate or no connection made between the text and something outside the text		
Conventions (for writing assignment only)	Mechanical and grammatics or non-existent; follows acci- conventions of quotations an uses transitions effectively	epted	Few mechanical or grammatical errors; follows accepted conventions of quotations and citations; makes some use of transitions	Some mechanical or grammatical errors but communication is not impaired; demonstrates knowledge of accepted conventions of quotations	Communication is Impaired by errors; little or no use of conventions or quotation and citations; shows fille awareness of appropriate use of transitions		
Presentation (for oral component only)	Communicates ideas clearly sophisticated, and original wable to respond to questions ideas; presents complex, ac substantive ideas and inform	ay to audience; and expand on curate,	Communicates clearly in appropriate and original way to audiance; able to respond to questions and expand somewhat on ideas; presents accurate, substantive ideas and information clearly	Communicates clearly in appropriate way to audience; able to respond accurately to questions; presents some substantive ideas and information accurately	Neither clear nor appropriate presentation to audience; cannot respond well to questions; does not present accurate or substantive ideas or information		



New York Performant	ce Standards Consortium	and dash it contractive and and what and and a second and a	and the second s	rings (trongs (tr
Student				
Performance Assess	ment: Mathematics		Circle one: Written	Oral
Project Title (e.g., Ma	thematical Modeling, The Can Pro	oject)		·
Project Topic (e.g., Li	near programming, volume-surfac	e area optimization)		
Teacher or External E	valuator (circle one)		Date	
Overall evaluation 07/10 -		Signature		
Performance Indicators	Outstanding	Good	Competent	Needs Improvement
Problem Solving	Selects appropriate and efficient strategies to solve non-routine problems. Executes conceptually sound mathematical procedures accurately.	Selects appropriate and efficient strategies to solve non-routine problems. Executes conceptually sound mathematical procedures with minor computational errors.	Selects appropriate, but inefficient, strategies, and executes conceptually sound mathematical procedures with minor computational errors. or Selects appropriate and efficient strategies but executes mathematical procedures with minor conceptual and computational errors.	Selects an inappropriate strategy. or Makes major conceptual errors or procedural errors.
	Justifies all mathematical statements in an efficient and	Justifies most mathematical statements accurately, and	Justifies some of the mathematical statements	Does not justify mathematical statements accurately, and does

Problem Solving	Selects appropriate and efficient strategies to solve non-routine problems. Executes conceptually sound mathematical procedures accurately.	Selects appropriate and efficient strategies to solve non-routine problems. Executes conceptually sound mathematical procedures with minor computational errors.	Selects appropriate, but inefficient, strategies, and executes conceptually sound mathematical procedures with minor computational errors. or Selects appropriate and efficient strategies but executes, mathematical procedures with minor conceptual and computational errors.	Selects an inappropriate strategy. or Makes major conceptual errors or procedural errors.
Reasoning and Proof	Justifies all mathematical statements in an efficient and accurate manner, and draws valid conclusions. Constructs, uses, and tests one or more generalizations, and makes predictions.	Justifies most mathematical statements accurately, and draws valid conclusions. Constructs a generalization and uses it to make predictions.	Justifies some of the mathematical statements accurately, and draws valid conclusions.	Does not justify mathematical statements accurately, and does not draw valid conclusions.
Communication	Always uses mathematical terminology and notation appropriately. Eloquently communicates process and solution. Writing is sophisticated and interesting to read.	Mostly uses mathematical terminology and notation appropriately. Clearly communicates process and solution.	Limited use of appropriate mathematical language and notation, Explains process and solution with limited clarity.	Little or no use of mathematical language and notation. Little or no coherent explanation of process and solution.
Connections	Olscusses, in depth, how mathematical concepts interconnect and build on each other. Thoroughly applies concepts to real-world situations.	Discusses how math concepts interconnect and build on each other. Applies concepts to real-world situations	Discusses superficially how math concepts interconnect and build on each other. Attempts to apply concepts to real-world situations.	Does not discuss the interconnection between concepts. Does not attempt to apply concepts to real-world situations.
Representation	Creates appropriate models, inherent to the task, that represent the problem accurately and elegantly.	Creates appropriate models, inherent to the task, that represent the problem accurately.	Creates appropriate models, inherent to the task, that represent the problem with minor errors.	Does not create appropriate models, inherent to the task.

•	ect or Original Experime		ent	
Circle one: Teacher or	External Evaluator		-	Date
	aluation			
3/11		· · · · · · · · · · · · · · · · · · ·	10 m	
Performance Indicator	Outstanding	Good	Competent	Needs Revision
Contextualize	Background research has been thoroughly conducted using at least two original sources. Sources are all appropriately cited. The significance of the problem is clearly stated. The hypotheses/theses are grounded in the background research.	Background research has been thoroughly conducted. Sources are appropriately cited. The significance of the problem is stated. The hypotheses/theses are relevant to the background research.	Background research is included in the introduction. Sources are cited. The significance of the problem is stated. The hypotheses/theses are clearly stated.	Background research is not included in the introduction. Sources are not cited. The significance of the problem is not stated. The hypotheses/theses are not stated.
Critique Experimental Design	Identifies, describes and controls all relevant variables. Thoughtfully evaluates the procedure and/or set up Clearly describes bias in the design	Identifies, describes and controls most relevant variables, Evaluates the procedure and/or set up Clearly describes bias in the design	Identifies, describes and controls some relevant variables. Evaluates the procedure and/or set up Attempts to describe bias in the design	Does not identify, describe or control any variables. Does not evaluate the procedure and/or set up. Does not attempt to describe bias in the design
Collect, Organize and Present Data	Collects data in a reliable and valid manner. Presents relevant data that is consistent with the problem. Generates appropriate tables, charts and graphs with data and makes appropriate calculations. Conducts thorough mathematical analysis of the data.	Collects data in a reliable and valid manner. Presents relevant data that is consistent with the problem. Generates appropriate tables, charts and graphs with data and/or makes appropriate calculations. Conducts mathematical analysis of the data.	Collects data in a reliable and valid manner. Presents data that is consistent with the problem. Generates tables, charts and graphs with data. Conducts analysis of the data.	Collects data in a non-reliable and/or invalid manner. Does not present data or presents data that is not relevant to the problem. Does not generate tables, charts and graphs. Does not analyze the data.
Analyze and Interpret Results	Draws thoughtful conclusions that are supported by the data. Relates conclusions to original question. Thoroughly describes sources of error and their effects on the data.	Draws conclusions that are supported by the data. Relates conclusions to original question. Describes several sources of error and their effects on the data.	Draws conclusions that are partially supported by the data. Attempts to relate conclusions to original question. Describes sources of error and attempts to describe their effects on the data.	Draws no conclusions or draws conclusions that are not supported by the data. Does not attempt to relate conclusions to original question. Does not describe sources of error or does not attempt to describe their effects on the data.

Performance Indicator	Outstanding	Good	Competent	Needs Revision
Revise Original Design	Proposes effective and relevant revisions for the experimental plan to lessen the effects of bias and sources of error. Poses thoughtful and relevant questions for future research.	Proposes relevant revisions for the experimental plan to lessen the effects of bias and sources of error. Poses relevant questions for future research.	Proposes revisions for the experimental plan to lessen the effects of bins and sources of error. Poses questions for future research.	Does not propose revisions for the experimental plan. Does not pose questions for future research.
Defense (for oral component only)	Thoroughly answers questions relevant to the experiment and related topics.	Adequately answers questions relevant to the experiment and related topics.	Adequately answers questions relevant to the experiment	Does not adequately answer questions relevant to the experiment.



New York Performance S	Standards Consortium	Student		
Social Studies Research I				
Circle one: Teacher or Ex	xternal Evaluator	D	ate	
Circle one: Written or O	ral		•	
Overall holistic evaluatio	onSi	gnature		• • •
03/11				
Performance Indicators	Outstanding	Good	IC	5-
Viewpoint: Thesis/Claim	Has sharply defined, compelling organizing idea, thesis or question. Clear introduction presents thesis in a highly engaging, compelling manner. Coherent, complex, sophisticated argument supports organizing idea/thesis,	Has clearly defined organizing idea, thesis or question, Clear introduction presents thesis in an engaging manner. Coherent, sometimes complex arguments support organizing idea/thesis.	Competent Organizing thesis, idea or question is comprehensible but not especially clear. Introduction presents thesis in a mostly comprehensible manner. Coherent but rarely complex or sophisticated arguments support organizing idea/thesis.	Introduction and the thesis it contains are not clear. Arguments lack coherence and/or clarity
Evidence and Sources	Supporting arguments include specific, relevant, accurate and verifiable, and highly persuasive evidence, drawn from both primary and secondary sources. Uses quotations and paraphrasing oppropriately to sustain an argument.	Supporting arguments include relevant, accurate and varifiable, and mostly persuasive evidence, drawn from both primary and secondary source. Uses quotations and paraphrasing appropriately to sustain an argument.	Evidence for supporting arguments is accurate and verifiable, mostly specific and relevant, and generally persuasive. Use of quotations and paraphrasing is mostly evident.	Supporting arguments may include inaccurate evidence and lack clear, persuasive, or relevant evidence. Quotations and paraphrasing do not effectively support arguments.
Analysis and Persuasion	 Argument draws on, explains, and critiques evidence from alternative points of view. Clearly, thoughtfully, and thoroughly explains and analyzes the connection between all evidence and argument being made. 	 Argument draws on evidence from alternative points of view. Mostly clear and thoughtfut explanation or analysis of how the evidence presented supports each argument. Counter-evidence may be introduced. 	integrated. Some explanation of how the	Evidence supporting alternative arguments is either missing or poorly integrated. No explanation or analysis of how or why the evidence supports each argument.
Effective Organization	Each argument clearly flows in support of an overall structure. Consistent, effective transitions develop ideas and arguments logically& build to a compelling, persuasive conclusion. Distinct conclusion synthesizes arguments that support idea/general thesis.	Each argument presented supports an overall structure. Usually uses effective transitions to connect iduas and arguments, leading to a persuasive conclusion.	 Most arguments presented clearly support the overall structure: 	Arguments presented are not clearly or supportively connected to the overall structure. Transitions between arguments are largely unclear. Conclusion is either vague or unclear and poorly connected to the paper's indiger arguments.

Performance Indicators	Outstanding	Good	Competent	Needs Revision
Understanding of Implications and Context	Arguments, ideas, and voice reflect a highly informed awareness of the larger historical, political, or cultural context surrounding questions addressed in the paper. Broader implications of the central arguments are presented and thoroughly explored.	.,	Arguments, ideas, and voice reflect a very general, somewhat less informed awareness of the larger historical, political, or cultural context surrounding questions addressed in the paper The broader implications of the central argument are alluded to but not necessarily explored.	Arguments, ideas and voice reflect almost no awareness of the larger historical, political, or cultural context surrounding the questions addressed in the paper. The breuder implications of it contral argument are neither presented nor explored.
Strong, Engaged Student Voice	 Confident, highly fluid writing style; lively, engoging, articulate language. Paper has distinct, individual voice that serves to develop and further the argument throughout. 	engaging, mostly articulate language. Paper has an individual voice that manifests itself at important points in the text.	Engaged but somewhat tentative or basic writing style.	 Awkward, weeden, or confusing writing style: stude voice is buried at best.
Conventions (for writing ask only)	 Grammar and punctuation nearly llawless, Appropriate and consistent documentation of accessible sources (complete, well- organized bibliography and citations). 	 Grammar and punctuation mostly correct. Appropriate and exosistent documentation of accessible sources (complete, well- organized bibliography and citations). 	Grammar and panetuation sometimes flawed, but not in a manner that undermines the charity of the paper's ideas. Accessible, complete but somewhat imprecise bibliography and citations.	 Consistently defective grammar and punctuation. Inappropriate and/or mistake documentation of sources (peorly organized, incomplet bibliography and citations).
Presentation (for ova) component only)	understanding of the paper's ideas and arguments in an appropriate, consistently sophisticated way that demonstrates ownership of work.	Communicates clear understanding of the paper's ideas and arguments in an appropriate, sometimes sophisticated way that demonstrates ownership of work. Presentation and response to questions reflect the coherence and depth of the paper. Answers questions accurately, thoughtfully, and effectively, developing new ideas when they are appropriate.	Communicates a mostly clear and basic understanding of the paper's ideas and arguments in an appropriate, thoughtful though not necessarily	 Fulls to communicate a clear and basic understanding of the poper's ideax and arguments an appropriate, thoughtful manner. Presentation and response to questions reflects the incoherence and general weakness of the paper. Answers questions superficially, inappropriately, or incorrectly.



ennmentators from all parts of the political spectrum, from Newt Gneples to President Obama, have identified education as the dividingliss issue of the 21 century cortex many students of color and special needs students, schools have functioned as part of a school to-pasous pipeline. Tunneling students from the education system into the renminal and itiverille justice system. Butain, the midsi of the bad news, comes the New York Performance Standards (Consolitum report "Educating for the 21st Century", the Consolitum report ares how the education system can prepare all students to achieve their full potential and takesther rightfulfolace in society, serving a population that mirrors the overall New York City monschool student population in terms of race, ethnicity special needs and poverty high schools in the censionium significantly deliperform other schools. They graduate more students of every race and Edmicity as well as English Language Learners and special needs students at significantly higher rates than those of other city schools and their graduates persevere once they grean college. And all of this is achieved through the development and implementation of a student assessment system designed to foster innovative and meaningful learning rather than teaching terstandardized, high stakes tests. If only more schools were to follow their example we would be taking a serious step toward addressing the serious disparities in our education system

Dennis D. Parker Director Racial Justice Program American Civil Liberties Union

A chave long known, and now the data confirm, that the New York Performance Standards Consontium has opened pathways to a high-school diploma for English Bandards Leaffiers and students with disabilities who would not otherwise have graduated. What is most impress we is that these schools have not dumbed down their corriculum, but given a broad range of students alternative ways to show that they are meeting rigorous standards. And even with those high standards, the Consortium schools graduation rates are 25 to 30 percentage points higher than the overall city rate. That calls for celebration and protection of a valuable addition to New York's public school options.

Kim Sweet Executive Director Advocates for Children



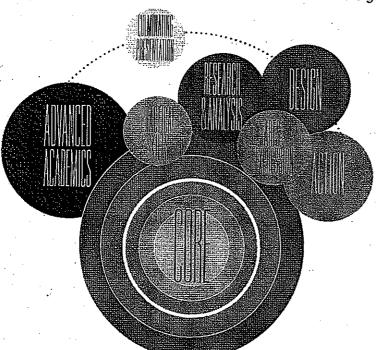
317 East 67th Street New York, New York 10065 917-821-8592 www.performanceassessment.org



THE DANVILLE INFORMATION AGE LEARNING PLAN | SUMMARY

A long-range plan to give all students a foundation for postsecondary readiness, maximize students' success in options beyond high school, and increase challenge and advanced options.

- READINESS FOR ALL: Create a Core academic experience that prepares all students to reach college- and career-ready ACT benchmarks with instruction in English, math, science, and social studies in grades 6-10.
- MORE HIGH-LEVEL LEARNING: Beyond the Core, move more students into Advanced Academics and develop new interdisciplinary modules in Research & Analysis, Design, and Action to give students challenging and engaging experiences posing questions, finding information, testing solutions, and organizing to get results.
- EXPLORE in grade 8, PLAN in grade 9, and ACT in grade 10 as a measure of student achievement, growth, and achievement gaps or state and local accountability. Use performance tasks in grades 6, 7, and 8 and a high school Culminating Project based on a student's Area of Focus to demonstrate deeper skills and understanding. Use MAP results in elementary school to link progress toward preparation to meet ACT-focused Core goals.



MEW ROLES TO BUILD NEW STRENGTHS: Create position of Success Coaches to identify student strengths and serve as a link between students, faculty, families and postsecondary opportunities; Teaching Assistants to help teachers work with students; and Interdisciplinary Learning Designers to create impressive new one-of-a-kind learning experiences.

™ UPDATE ELECTIVES:

Expand arts and expression and practical skills requirements such as public speaking and physical education to address essentials for adult success.

- REWARD COMPETENCY & OUTSIDE LEARNING: Students who demonstrate required knowledge and skills can earn credit and move forward to new challenges.
- IN PLACE FOR 2015: The plan calls for implementing the new strategies with all elements in place by 2015-16 and new graduation requirements effective for the Class of 2019. The intention is to seek new partners to help implement innovation strategies, reach higher achievement goals, and find effective ways to measure success.

DANVILLE INFORMATION AGE LEARNING PLAN * MARCH 2013

KEY PRINCIPLES:

- * Realize District Goals and goals of the Danville Diploma
- * College or career success is the goal for all students
- * Know and build on student strengths
- * Balance content and application
- * Increase interdisciplinary, real-world learning experiences and professional development
- * Join levels of the P-12 system into a unified sequence
- * Connect assessment/accountability with desired learning experiences

STARTING AT THE END: SUCCESSFUL ENDPOINTS

COLLEGE/ UNIVERSITY

CAREER

MILITARY

STUDENT-CREATED OPTION

- * Identify/Define requirements of real examples from each successful endpoint area (for example, determine a starting wage for local work that would offer stability and an upward path for a student and then learn what academic knowledge and skills are necessary to be a successful applicant for that kind of work; survey regional employers in Lexington/Louisville/Northern Kentucky for desired entry-level skills/attributes; know scores and other aspects needed on a college application for students to gain admission and compete for scholarships).
- * Identify/Define what outside experiences (summer, weekend, free time) would help students be a more attractive candidate for each path.
- * Use information gathered above to inform fine-tuning of Danville's academic core (academic preparation necessary to meet Kentucky Academic Core Standards and ACT benchmarks) and inform creation of electives and other offerings.
- * Develop the Success Coach role as an expert resource for students and families on reaching desired outcomes as well as financial aid, job or scholarship interviews, etc.

NEW ADULT CATEGORY/ROLE

SUCCESS COACH: Envisioned as a college graduate who might otherwise work in a college admissions office. Classified position.

- * Work to identify student strengths and areas of interest;
- * Help students develop a "success plan" that would initially target levels of effort and achievement and, later in high school, grow into advising on defining a pathway, mapping outside and summer experiences that would give students an advantage, and consulting on courses and a culminating project to prepare for success beyond high school;
- * Serve as contact point between school and college/business/military and also as a contact with families.

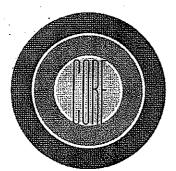
CREATING SEAMLESS TRANSITIONS

- * Build an aligned Core curriculum designed to develop students into skilled learners able to meet ACT Benchmarks and gain experiences identified in the Danville Diploma.
- * Reconceive the basic academic core of English language arts, math, science, and social studies into a five-year sequence (in grades 6-10) with curriculum tailored to allow all students to meet ACT Benchmarks by the end of 10th grade. Skills and progress would be measured with ACT, PLAN, EXPLORE as well as MAP and Performance-Based Assessment Tasks at Bate and in a Culminating Presentation at DHS.
- * Concentrating the academic basics (Core) creates room for a series of interdisciplinary modules where students will learn to find and assemble information and use it to ask new questions and draw conclusions (Research & Analysis), use information or challenges to create or propose solutions (Design), take on community or school issues and develop or execute solutions (Action), including community service and internships. Space is also created for Arts & Expression, which might be woven into the other areas mentioned above or offer modules of its own beyond current arts electives.
- * The new system would require students to complete a Culminating Project, an accountability level exhibition of academic knowledge as well as an opportunity for students to build on and deepen their knowledge and skills in a specific interest. After reaching readiness benchmarks, advanced academics and module choices would feed into an Area of Focus to help define the Culminating Project. Throughout the system, students will load examples of their best work into a digital portfolio of evidence toward the Danville Diploma goals.

- * The plan creates new flexibility for earning required credits through extra-curricular participation and outside learning. For example, students involved in athletics programs and marching band could earn basic PE credit for participation that meets expectations. Students could also apply for PE credit if they are involved in approved outside activities similar to school athletics (club soccer, etc.) The plan also envisions creating Wellness and Fitness options outside the school day as well as Recreation options that could fulfill a second required PE credit. Students might also earn an arts or other credits in a similar way.
- * Consistent with goals of the Danville Diploma, other required classes for graduation include a Public Speaking course; an Adult Life Boot Camp course that would cover basics such as personal financial planning, parenting, workplace expectations, etc.; students would also be required to take an Advanced Academics or Skills course beyond the Core connected to their success pathway plan. For college-bound students, the plan allows for a schedule focused heavily on Advanced Placement courses.
- * The plan preserves space for students to choose electives each year.
- * The plan seeks the following plan for state accountability in grades 6-12:

6	7	8 8	9	10		12
		EXPLORE .	PLAN	ACT		W. C.
Mini-PBATs Math/Science; English/Social Studies	PBAT Math&Science	PBAT English&Social Studies			Topic o	AT hosen udent

EXPLANATION & EXAMPLES



The academic Core at Bate and DHS will be jointly planned to assure alignment (and defining prerequisite skills to inform sixth grade and elementary work) that will allow students to succeed in language arts, math, science, and social studies. The Core will be a concentrated version of subject-area content and skills delivery, with each department asked to focus the curriculum on skills that will lead to ACT benchmarks.

Achieving this goal by 10th grade opens new opportunities for deeper learning during the rest of the school day and develop an Area of Focus in the last two years of high school.



The new emphasis areas are an effort to create relevant, reallife, interdisciplinary learning experiences that will prepare all provide a way for students to use and expand their content knowledge and also build thinking and problem-solving skills.

The Research & Analysis area will challenge students to find information, evaluate its usefulness, decide what it means, and draw conclusions. The research and analysis emphasis will regularly incorporate writing and reading as well as statistics and probability work from math. As with all emphasis

areas, topics could include any combination of content areas or focus primarily on a single subject area.

This area and others will be designed to fit three different levels: basic, intermediate, and advanced. This will allow students to experience the emphasis areas at different levels. Students would also be able to propose their own Research & Analysis area to either work independently or to assemble a team of students and enlist a teacher or outside advisers to complete the project.

Examples of Research & Analysis projects include:

- * Gather athletic rosters from the present and previous decades in a college-level sport to determine whether the height of athletes has changed over time. Groups of students can gather information from different conferences. Students will evaluate the findings, determine what it shows, and find experts who can comment on the findings in order to produce a final paper showing the results and implications.
- * Locate the source and track the path of bananas (or other items) on sale at in the Wal-Mart produce section and also at Kroger. Look at costs and economic issues throughout the process. Publish findings.
- * Study data on use of recycling by neighborhood (collection route) in Danville since the program began. Determine trends over time. Possibly compare the data to other communities with similar services. Publish results.
- * Examine local library records to examine which types of books are checked out most often and, if possible, look at circulation figures by the age of patrons. If data is available from previous years, possibly look at how trends have changed over time. Report results.
- * Look at sales figures for athletic merchandising by individual players in a specific sport or by team. Compare sales popularity with market size, Google search results, or performance to determine whether any correlations exist to explain sales results.
- * Find the location and history of Danville's "potters field," recently listed in a 100 Years Ago entry in the Advocate about the fate a group of people who died with no relatives.



The Design emphasis encourages students to harness and grow creative thinking and problem solving abilities to take on a challenge and produce effective and imaginative solutions.

As above, topics could cover a variety of subject areas or a single-topic focus; would be designed to target various levels of challenge, and could possibly be proposed by students themselves.

Design projects could grow from work in other emphasis areas. This area would capture some of the more sophisticated interdisciplinary Project-Based Learning challenges.

Examples of Design courses include:

- * Improvements in school practices identified by students, such as ways to increase community support at home sporting events or ways to encourage or recognize student effort in classwork at DHS or at other Danville campuses.
- * Develop and propose prototypes of ideal car dashboards to give drivers information and functions they need most. Students would test a variety of displays in current car models and then propose improvements. Students could interview professional display designers to understand constraints they face and how they see their field changing.
- * This area of emphasis could seek design and building competitions in various fields or by outside organizations as a focus for classwork. While engineering, manufacturing and robotics are examples,
- * Students develop new games of chance that build in a component that ensures an edge for the house. Students would study casino games and work to design a new alternative. Students could create a gaming showcase for the school and community where people could play the games and offer feedback. Students could also hold a discussion of game design and the math and human behavior factors involved in their designs.
- * By studying the plot structure of the most successful or gripping stories or movies, students work to design a structure sure to captivate an audience and then work in teams to produce a story, production, movie, or comic that follows the structure to hook an audience. Students might also look at short-form productions like television ads or movie trailers to analyze and produce a message that intrigues viewers.
- * Students design a museum exhibit to effectively dramatize a historical event in Danville or larger significance. Teams would work on facets of the design and produce a final exhibit to share with an audience of students or adults.

This area would give students experience putting research, ideas, or designs into action.

As previously mentioned, topics for the experiences could cover a variety of subject areas or a single-topic focus; would be designed to target various levels of challenge, and could possibly be proposed by students themselves.

The Action area would also encompass opportunities for internships or job shadowing as well as community service work with local agencies. Students in this area might also be deployed at tutors in elementary schools.

Examples of Action courses include:

- * Interviews with community agencies to identify areas that need involvement from people of any age. Students would work with the agency to develop an action strategy and plan and then execute the project. Students would assess the impact of their work and fine-tune their approach to maximize impact. Work could range from seeking more applicants for Habitat for Humanity to making more people aware of projects like the local blood drive or need for contributions to the local food bank.
- *Students might take work from the Research and Analysis area, such as the recycling study mentioned as an example on Page 5, and develop a plan and goals for boosting recycling participation in specific neighborhoods. Students would consult with local officials about the difficulties they see in changing the trend, talk to experts or officials in other communities to seek ideas, then execute an improvement plan, assessing results. Projects from Design would also produce potential projects for Design courses, such as the example on Page 6 of boosting community attendance at school events.
- * Students could identify needs on the DHS campus or other school facilities and work to implement the plan. Examples might be a roof garden or rain garden on a specific school campus or an awareness campaign to bring a health screening to campus or get more district families to take advantage of free flu shots each fall. Previous student initiatives, like gathering old prom dresses for re-use, could gain backing and strategy from such this emphasis.
- * Students could reach out to student leaders at other schools to create larger campaigns or competitions to promote worthy goals, like a regional or even international reading groups or discussions of important current events topics by students from a variety of schools.
- * Students could organize the school's College Fair or plan logistics and funding for transporting to transport a large group of students to large college fairs (or art museum exhibits or educational events) in other cities.



The Arts & Expression emphasis would encompass current efforts to expose students to visual and performing arts as well as expanding emphasis on ways of presenting and spreading student learning and work.

The Arts & Expression emphasis would involve building expertise in areas including public presentation and speaking, Web design and social media outreach, and even broadcasting and recording in order to show and present student work in an artful and effective way.

The Arts & Expression emphasis could involve creating interdisciplinary courses of its own, from creating art from microscope slides to a creative fiction workshop for writers and readers to building sculptures marking important anniversaries of historic events to be displayed as public art.

Working with other areas, the Arts & Expression area might inject projects like creating a flashmob to promote an idea being championed by Action or working with Design students to develop museum exhibits, as mentioned in an example on Page 6.

NEW ADULT CATEGORIES/ROLES

INTERDISCIPLINARY LEARNING DESIGNER: Envisioned as an effective veteran teacher who desires to build new learning experiences for students, drawing from the growing variety of Internet and media resources, real-world and local connections, and a combination of academic content.

* Develop college-level training to help candidates build these courses and gain an additional level of certified endorsement or designation. Candidates would be nominated by the district and serve a 3-year term in the position that could be extended/renewed; designers would earn an additional stipend beyond their certified salary. Could be non-certified personnel in special cases.

TEACHING ASSISTANT: Envisioned as a college-educated recent graduate interested in working in schools. Could be a newly certified teacher, but would be a classified position with a salary range that would stop increasing after 5-6 years.

* Supervise classrooms and labs; answer student questions; grade tests and other classwork with answer keys; lead classroom presentations and discussions with guidance from teachers; plan or create elective courses; supervise clubs.



Danville High School has developed a strong reputation for a high-quality set of Advanced Placement options. The current plan continues that focus and envisions students being able to continue to fully access AP offerings while significantly expanding the number of students prepared to access college-level coursework like AP.

The Advanced Academics area is designed to offer high-level preparation for students' postsecondary pursuits.

Advanced Academics can also include an expanded range of independent study or online courses of interest to students. Beyond traditional academics, students meeting ACT benchmarks might also opt for advanced options in areas that would help them prepare for postsecondary goals in specialized career fields, military preparation, or a goal specified by individual students.

In addition to courses listed above, DHS will seek to develop Research & Analysis, Design, and Action courses or experiences that rank among the most challenging college-prep or college-level content.



The Practical Skills area encompasses required electives consistent with skills listed in the Danville Diploma such as P.E./health which could emphasize a wellness/fitness component and Adult Life Boot Camp, where students will learn about basics such as personal financial planning, parenting, workplace expectations, etc. Beyond elective courses, the Danville Diploma skills will be evident across the curriculum and learning experiences at all levels.

PROFESSIONAL CREDENTIALS

The District of Innovation application addresses a strategy for handling certification issues in interdisciplinary courses, proposing that certified content-area teachers review and approve specific content area covered in modules. In addition, the application asks for flexibility in awarding credit for Core courses so that content connected to high school credit could delivered by educations with middle school certification or awarded for students' outside learning. The proposal will also seek flexibility to allow teachers with middle school or high school certification to work at any secondary level in order to maximize the potential to utilize staff talent and reach students' interests and the proposal's interdisciplinary goals.

NEW OPPORTUNITIES

Expanding interdisciplinary teaching and learning options — in addition to focusing on deeper research, analysis, design, action, arts, and advanced academic skills — puts Danville on a course to offer learning experiences that are similar to what our visiting teachers have liked most in schools they have visited. Some examples:

From iSchool, New York City

MAKING THE BAND — Students will take on the role of the manager of a newer group in New York City. They will get the first-hand experience of collaborating with the musicians and helping them create a vision of not only their music, but also with their online exposure as well as trying to create a buzz for the group. By creating an electronic press kit for the group, students will learn about writing bios and writing to target a specific audience. (Arts + Writing)

CALIFORNIA V. ENTERTAINMENT MERCHANTS — The U.S. Supreme Court will be ruling on California's right to require clear labeling and ban the sale and rental of mature games to minors. Research the issue, review the facts, determine your ruling, and write a court decision to decide if this law is a violation of free speech. (Social Studies + English)

DESIGN A GREEN ROOF — Research, analyze, and quantify the energy loss, ecological disruption, and water runoff properties of the existing roof. Read about and evaluate alternative green roof materials and their feasibility. Estimate the costs and benefits associated with alternatives and prepare a written, oral, media presentation to experts and potential funders. (Science + Math + Language Arts + Arts)

From Northside College Prep High School, Chicago

ZOMBIES AND ALIENS AND ROBOTS, OH MY! — Examine the parallel histories of scientific discoveries and society's fears of the implications. Space exploration led to a deluge of alien fears and fascinations, as well as accompanying culture — alien-based science fiction movies, literature, urban legends, even style trends. The same can be said for advancements in genetics (mutants), radiation (zombies), artificial intelligence (killer robots), and so on. Trace the history of science and societal panics. (Social Studies + Reading + Science)

GAMES AS OLD AS THE STARS — Explore game playing across cultures and time. For example, you might learn about Mancala, the African Stone Game. It is a 3000 year old game where each player tries to capture more stones than the other before all the pits on either side of the board are emptied. Or, you might learn about Go-Stop, a Korean card game or Wei Qi, a Chinese strategy game. Research an approved game of interest and teach about it. We analyze winning strategies. (Social Studies + Math)

From High Tech High, San Diego

CELL BIOLOGY A TO Z — Alphabet Soup, our creative encyclopedia, contains one or more cell biology terms for each letter of the alphabet. All of the pages and creative images were researched, designed, edited, illustrated and refined by students. We each chose a term that we wanted to learn more about, ranging from animal cells to nucleus to somatic cells to zygote. We wanted to create a book that was informative yet entertaining, both educational and fun. Each student had to create or draw an image that related to our term and would help to explain the concept. (Science + Art + Writing)

PROJECTILE MOTION — Design and construct a repeatable and quantifiable demonstration of projectile motion using basic materials (PVC pipe, plywood, rubber bands, etc). Brainstorm, design, construct, and test. Use knowledge of quadratic functions in order to hit a target. Collect and analyze data to determine how projectile motion depends of factors such as angle of elevation and initial velocity. (Math + Science)

The emphasis on producing information will also feed into new high-profile opportunities for students. Some possibilities:

The High School Fed Challenge exposes students to the U.S. economy and the role of the central bank and its Federal Open Market Committee policymaking group. Students analyze real data, develop a simulation to make recommendations, work with professional economists to prepare a 15-minute presentation analyzing the current economy, make a short-term forecast, and suggest policy recommendations.

The Journal of Emerging Investigators is a scientific journal publishing the research of high school and middle school students, such as "Effectiveness of Biodegradable Plastic in Preventing Food Spoilage." Other science publications include The National High School Journal of Science and The Journal of Experimental Secondary Science.

The Concord Review publishes extensive student research on significant U.S. history events and individuals.

YARN, the Young Adult Review Network, is a literary journal for high-level creative writing.

The Spirit of Innovation Challenge asks teams of students to create commercially viable products or services to address issues of global sustainability. Twenty high school teams advance to the finals.

OTHER ISSUES

ELEMENTARY OPT-IN: The plan seeks authorization to base elementary school state achievement, gap, and growth accountability measures on MAP assessments as a way to streamline accountability in order to design more challenges and deeper learning experiences for students. As currently written, the plan would allow elementary schools to present a plan to the school board within one year that would describe the in-depth learning advantages that would be created by the assessment change. The proposal would have to show how MAP targets would be designed to prepare more students for a successful transition to middle school benchmark goals.

STUDENTS' DIGITAL PORTFOLIOS: Key to the plan for students is creation of individual digital portfolios where students can load examples of their top achievements from classwork, challenges, projects, or outside learning, as well as presentations from Performance-Based Assessment Tasks. The portfolio would also show students work in Research & Analysis, Design, Action, and Arts & Expression, demonstrating critical thinking, problem solving, and creative skills connected to the Danville Diploma goals. Finally, the portfolio would also feature students' Culminating Presentations, making it a valuable way to demonstrate abilities to colleges, employers, family members or other outside audiences.

'KNOWLEDGE DECK' WEB SITE: A Web-based library showcasing work by students in core classes, challenge areas, research, design, arts, and action projects. The site would feature the kind of work happening within the Danville Information Age approach at all grade levels and would allow sharing between schools and grades. The site provides an authentic way for students to present their work and could grow into a way to connect the new brand with students beyond Danville.

SOME CONTINUING QUESTIONS: What level of performance must be demonstrated for students to opt-out of core courses? How can students design and execute their own

learning experiences that would count for credit? What is involved in connecting the new course titles to programs like KEES to make sure students continue to earn awards?

IN CLOSING

The plan will move education forward and better prepare all students to meet collegeand career-readiness goals and gain experiences that will give students an advantage on personal goals/postsecondary paths.

The proposal will discover and build student strengths while also offering new ways for teachers to use strengths and passions to build stronger learning experiences for students.

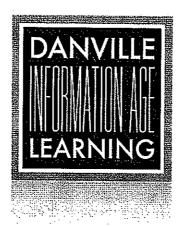
The proposal will make Danville a clear leader in building a system for delivering challenging and relevant learning experiences for students.

The proposal focuses on the most meaningful possible accountability goals: students maximizing their performance on ACT and demonstrating mastery of fundamental content and skills in all basic subject areas; performance tasks and interdisciplinary experiences that will give students interesting and innovative expertise to show college admissions offices, scholarship committees, employers, or military leaders.

The proposal will continue current strengths of the Danville system while building important new opportunities that will benefit all students.

100 years ago, Danville created an independent school system to give local children a clear advantage as the economy showed many new promises of technological breakthroughs: automobiles, flight, state highways, electrification, new rights for women, telephone connections — all glimpses of a coming Industrial Age.

Now, our schools can lead in preparing students for another major economic and cultural change.



High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions", that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.



Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real—world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Table 1
Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

Learning Communities	Deep Learning	Gains General	Gains Personal	Gains Practical
	First Year			
Learning Communities	+++	ት ት	++	++
Service Learning	+++	++	+++	++
	Senior			
Study Abroad	+ +	+	++	
Student-Faculty Research	+++	++	++	† †
Service Learning	++ .	+++	+++	++
Senjor-Culminating Experience	++	++	+++	++

⁺ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Table 2
Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student- Faculty Interaction	Supportive Campus Environment
	First-Year			
Learning Communities	ተ ተ	+++	+++	++
Service Learning	11	+++	+++	++
	Senior			
Study Abroad	++	++	++	+,
Student-Faculty Research	+++	+++	+++	++
Service Learning	++	+++	+++	++
Senior Culminating Expertence	++	++	+++	++

⁺ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Source: High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter by George D. Kuh, (Washington, DC: AAC&U, 2008). For information and more resources and research from LEAP, see www.aacu.org/leap.



Student Performance Assessment: Mathematics

Circle one: Written Oral

Project Title (e.g., Mathematical Modeling, The Can Project)

Project Topic (e.g., Linear programming, volume-surface area optimization)

Teacher or External Evaluator (circle one) _

Date

Overall evaluation_

01/10

Signafure

Performance Indicators	Outstanding	Good	Competent	Needs Improvement
	Selects appropriate and efficient strategies to solve non-routine problems.	Selects appropriate and efficient strategies to solve non-routine problems.	Selects appropriate, but inefficient, strategies, and executes conceptually sound mathematical procedures with minor computational errors	Selects an inappropriate strategy.
Problem Solving	Executes conceptually sound mathematical procedures accurately.	Executes conceptually sound mathematical procedures with minor computational errors.	or	Makes major conceptual errors or procedural errors.
·			Selects appropriate and efficient strategies but executes mathematical procedures with minor conceptual and computational errors.	
	Justifies all mathematical statements in an efficient and accurate manner, and draws valid conclusions.	Justifies most mathematical statements accurately, and draws valid conclusions.	Justifies some of the mathematical statements accurately, and draws valid conclusions.	Does not justify mathematical statements accurately, and does not draw valid conclusions.
Reasoning and Proof	Constructs, uses, and tests one or more generalizations, and makes predictions.	Constructs a generalization and uses it to make predictions.		

			L	
Performance Indicators	Outstanding	Good	Competent	Needs Improvement
	Always uses mathematical terminology and notation appropriately.	Mostly uses mathematical terminology and notation appropriately.	Limited use of appropriate mathematical language and notation.	Little or no use of mathematical language and notation.
Communication	Eloquently communicates process and solution.			Little or no coherent explanation of process and solution.
	Writing is sophisticated and interesting to read.	Clearly communicates process and solution.	Explains process and solution with limited clarity.	
	Discusses, in depth, how mathematical concepts interconnect and build on each	Discusses how math concepts interconnect and build on each other.	Discusses superficially how math concepts interconnect and build on each other.	Does not discuss the interconnection between
Connections	other.	Applies concepts to real-world	-	Does not attempt to apply concepts
	real-world situations.	STANDARD	Attempts to apply concepts to real-world situations.	real-world situations.
Representation	Creates appropriate models, inherent to the task, that represent the problem accurately and elegantly.	Creates appropriate models, inherent to the task, that represent the problem accurately.	Creates appropriate models, inherent to the task, that represent the problem with minor errors.	Does not create appropriate models, inherent to the task.

Chart 2: Interim Assessment in Mathematics

"Planning backwards" from graduation requirement: Wiggins, Grant and McTighe, Jay. *Understanding by Design,* (2000)

IA 1 Diagnostic	IA 2	IA 3	IA 4	IA 5 PBAT Required for Graduation
Performance -based task or project requiring application of mathematics (using Consortium rubric)	Quizzes, tests or assignments evaluating student's conceptual and procedural understanding OR Performance-based task or project embedded in a subject area (algebra, geometry, logic, trigonometry, probability and statistics, precalculus, calculus) AND Extensive student involvement in group and class discussion	Series of problem solving assignments evaluating student's understanding of subject area mathematics AND Continued student involvement in group and class discussion SUPPLEMENT Quizzes/tests evaluating student's understanding of subject area math (algebra, geometry, logic, trigonometry, probability and statistics, precalculus,	Performance-based task or project requiring application of subject area mathematics AND Continued student involvement in group and class discussion	Revised: Performance -based task or project requiring application of higher mathematics (using Consortium rubric) AND Discussion with external evaluator based on task or project

^{*} Skills related to performance indicators may include: identifying variables, writing and solving equations, recognizing forms of equations and when they can be applied, simple computation, understanding geometrical principles and applying them in algebraic ways, and appropriate use of terminology in communication of methodology.



Extended Science Project or Original Experiment

Title of Experiment

Circle one: Teacher or External Evaluator_

Circle one: Holistic evaluation

Signature

Date

	_	7			•
	Needs Revision	Backgr include Source The sig is not s The hyl stated.	Does not identify, describe or control any variables. Does not evaluate the procedure and/or set up Does not attempt to describe bias in the design	Collects data in a non-reliable and/or invalid manner. Does not present data or presents data that is not relevant to the problem. Does not generate tables, charts and graphs. Does not analyze the data.	Draws no conclusions or draws conclusions that are not supported by the data. Does not attempt to relate conclusions to original question. Does not describe sources of error or dess not attempt to describe their effects on the
Ognardie -	Competent	Background research is included in the introduction. Sources are cited. The significance of the problem is stated. The hypotheses/theses are clearly stated.	Identifies, describes and controls some relevant variables. Evaluates the procedure and/or set up Attempts to describe bias in the design	Collects data in a reliable and valid manner. Presents data that is consistent with the problem. Generates tables, charts and graphs with data. Conducts analysis of the data.	Draws conclusions that are partially supported by the data. Attempts to relate conclusions to original question. Describes sources of error and attempts to describe their effects on the data.
	600d	Background research has been thoroughly conducted. Sources are appropriately cited. The significance of the problem is stated. The hypotheses/theses are relevant to the background research.	Identifies, describes and controls most relevant variables. Evaluates the procedure and/or set up Clearly describes bias in the design	Collects data in a reliable and valid manner. Presents relevant data that is consistent with the problem. Generates appropriate tables, dharts and graphs with data and/or makes appropriate calculations. Conducts mathematical analysis of the data.	Draws conclusions that are supported by the data. Relates conclusions to original question. Describes several sources of error and their effects on the data.
-	Outstanding	Background research has been thoroughly conducted using at least two original sources. Sources are all appropriately cited. The significance of the problem is clearly stated. The hypotheses/theses are grounded in the background research.	Identifies, describes and controls all relevant variables. Thoughtfully evaluates the procedure and/or set up Clearly describes bias in the design	Collects data in a reliable and valid manner. Presents relevant data that is consistent with the problem. Generates appropriate tables, charts and graphs with data and makes appropriate calculations. Conducts thorough mathematical analysis of the data.	Draws thoughtful conclusions that are supported by the data. Relates conclusions to original question. Thoroughly describes sources of error and their effects on the data.
03/41	Performance Indicator	Contextualize	Gritique Experimental Design	Collect, Organize and Present Data	Analyze and Interpret Results

r		
Needs Revision	Does not propose revisions for the experimental plan. Does not pose questions for future research.	Does not adequately answer questions relevant to the experiment.
Competent	Proposes revisions for the experimental plan to lessen the effects of bias and sources of error. Poses questions for future research.	
G00d	l.	Adequately answers questions relevant to the experiment and related topics.
Outstanding	Proposes effective and relevant Proposes relevant revisions for revisions for the experimental plan to lessen plan to lessen the effects of bias and sources of error. Poses thoughful and relevant poses relevant questions for future research.	Thoroughly answers questions Adequately answers questions relevant to the experiment and relevant to the experiment and related topics.
Performance Indicator	Revise Orlginal Design	Defense (for oral component only)

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Science Interim Assessments

Pacing chart & chart of science writing genres

What skills are the students learning and how are they evident in the writing and oral presentations they're asked to produce? The tasks we design for all grades should reflect the goals of the pacing chart and should lead to student work that documents their development as writers.

"ion developmen			1	
IA 1 Diagnostic	IA 2	IA 3	IA 4	PBAT Required for graduation
Wide choice of writing genre	Genres that make use of secondary sources	skills needed for	cientific genres that a successful PBA , presentations, jou	t provide the Γ (e.g., lab
Contextualize: read & use a secondary source provided by teacher	Read and use secondary sources provided by teacher	Research information from scientific texts (e.g., journal articles); continue to use secondary sources	Applies research to design an experiment	PBAT: Original experiment, report and presentation with external evaluators (see rubric).
Critique an experimental design	Identify parts of an experiment	Design parts of an experiment & identify its sources of error	Design parts of an experiment & analyze its sources of error, bias, & reliability.	
Collect or cite and present data or information.	Collect and represent data visually. Recognize patterns and make appropriate inferences.	Collect data. Represent data in tables and graphs. Draw conclusions supported by data & reflect on relevance of the experiment.	Collect data. Apply mathematical and/or statistical analysis to design.	
Participate in group or class discussion about the task.	Extensive student involvement in group and class discussion of scientific issues.	Extensive student involvement in group and class discussion of scientific issues.	Extensive student in involvement in group and class discussion of scientific issues.	

TYPES OF SCIENCE OF WRITING

Technical (Labs & PBATs)	Informational (Expository)	Persuasive (Argumentative)	Narrative
Abstract	Notebook Entries	Rationales	Science
Introduction	Journal Responses	Misconception	Fiction
Background	Summary and	Probes	Children's
Methods	Synopsis	Petition Letters	Book
Analysis	Reading Logs	Letter to Elected	PSA's
Discussion	Reading Reflections	Official	
Conclusion		PSA's	
	Pamphlets Cons Studies b	riting – to – Learn ommonly linked to oth Informational and Persuasive	
	PowerPoint Presentations	Position paper	
	Feature Articles Editorials Interviews of scientists		
	Annotated diagrams Captions / Thought- bubbles		
	Visual timelines Notecards		

Writing Protocols:

On-demand and/or Timed writing, Recurring Writing, Notebook or Journal Entries, Exit Slips, Notetaking, Notecards, Annotation, Accountable Talk or Clickers as pre-writing activities

ELEMENTS OF STRONG NON-FICTION SCIENCE WRITING

- a position is clearly taken by restating the claim
- vocabulary is appropriately and accurate used throughout
- key scientific verbs make the writing fluid
- logical flow and sequence of ideas
- addresses the "incorrectness" of alternative explanations
- language is specific and avoids excessive use of "it"
- strong use of evidence (states source of info)
- returning to the original question/prompt provides focus to the writing
- objective voice
- supposition statements (If...then...)

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Social Studies Research Paper

Title of Research_

Circle one: Teacher or External Evaluator

Circle one: Written or Oral

Overall holistic evaluation

03/11

Performance Indicators	Outstanding	Good	Competent	Needs Pevision
Viewpoint: Thesis/Claim	 Has sharply defined, 	Has clearly defined organizing	 Organizing thesis idea or 	44000
	compelling organizing idea,	idea, thesis or question.	question is comprehensible but	Organization is not often
	thesis or question.	Clear introduction presents	not series in comprehensive our	december to not clear.
	I Clear introduction accounts	minoral response to the second	יוטר בפורברומווץ כובמו.	micognetion and the thesis it
	יייייייייייייייייייייייייייייייייייייי	thesis in an engaging manner.	Introduction presents thesis in a	contains are not clear.
	inesis in a highly engaging,	Coherent, sometimes complex	mostly comprehensible	 Arguments lack coherence
	compelling manner.	arguments support organizing	manner.	and/or clarity.
	Coherent, complex,	dea/thesis.	 Coherent but rarely complex or 	
	sophisticated argument		sophisticated armiments	
	supports organizing idea/thesis.		support organizing idea/thesis.	
Evidence and Sources	Supporting arguments include	 Supporting arguments include 	Evidence for supporting	Supporting armiments may
	specific, relevant, accurate and	relevant, accurate and	arguments is accurate and	include inseminate existence
-	verifiable, and highly	verifiable, and mostly	verifiable mostly specific and	and lack clear nermanism on
	persuasive evidence, drawn	persuasive evidence, drawn	relevant and oenerally	relevent avidence
	from both primary and	from both primary and	Darming and Boundary	Protection on a second
	cecondary controes	Coccado L'ouise	The Committee	- Cuoranons and paraphrasing
	מהתחומות ליהו הרים.	secolidal y source.	Use or directions and	do not effectively support
	Uses quotations and	 Uses quotations and 	paraphrasing is mostly evident.	arguments.
	paraphrasing appropriately to	paraphrasing appropriately to		
	sustain an argument.	sustain an argument.		
Analysis and Persuasion	· Argument draws on, explains,	Argument draws on evidence	 Some alternative arguments are 	· Evidence supporting alternative
	and critiques evidence from	from alternative points of view.	presented but not always well	archimente is either missing on
	alternative points of view.	 Mostly clear and thoughtful 	integrated	moorly intermsted
	 Clearly, thoughtfully, and 	explanation or analysis of how	Some explanation of hour the	Pooling threegeness.
•	thoroughly explains and	the widence presented concerts	String on the second of the tile	TWO explanation or analysis of
•	A Company of the control of the cont	erodine parment communication	shoddus ballasard annahiya	now or wny the evidence
	alialyzes the connection	each argument.	each argument, but the	supports each argument.
	nerween all evidence and	 Counter-evidence may be 	explanations are not always	
	argument being made.	introduced.	clear and thorough,	
Effective Organization	Each argument clearly flows in	 Each argument presented 	 Most arguments presented 	 Arguments presented are not
	support of an overall structure.	supports an overall structure.	clearly support the overall	clearly or supportively
	 Consistent, effective transitions 	· Usually uses effective	structure.	connected to the overall
	develop ideas and arguments	transitions to connect ideas and	* Transitions are cometimes	of the second se
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	Something of the	מוצחוובונה, וכמחוווק נס פ	aorupi dui ine arguments and	I ransitions between arguments
	compounts, persuasive	persuastive conclusion.	conclusion mostly connect,	are largely unclear.
	conclusion.	 Distinct conclusion partly 	 Conclusion represents major 	Conclusion is either vaone or
	Ustract conclusion	synthesizes, but mostly re-	arguments and connects them	unclear and noorly connected
	synthesizes arguments that	presents the major arguments	to thesis; some synthesis.	to the paper's major arguments
	support idea/general thesis.	to support idea/general thesis.		The state of the s

Performance Indicators	Outstanding	Good	Competent	Needs Revision
Understanding of Implications and Context	Arguments, ideas, and voice reflect a highly informed awareness of the larger historical, political, or cultural context surrounding questions addressed in the paper. Broader implications of the central arguments are presented and thoroughly explored.	* Arguments, ideas, and voice reflect a somewhat informed awareness of the larger historical, political, or cultural context surrounding questions addressed in the paper. * Some broader implication of the central argument is presented and explored.	* Arguments, ideas, and voice reflect a very general, somewhat less informed awareness of the larger historical, political, or cultural context surrounding questions addressed in the paper. The broader implications of the central argument are alluded to but not necessarily exclosed.	Arguments, ideas and voice reflect almost no awareness of the larger historical, political, or cultural context surrounding the questions addressed in the paper. The broader implications of the central argument are neither presented not explored.
Strong, Engaged Student Voice	 Confident, highly fluid writing style; lively, engaging, articulate language. Paper has distinct, individual voice that serves to develop and further the argument throughout. 	 Confident writing style; engaging, mostly articulate language. Paper has an individual voice that manifests itself at important points in the text. 	 Engaged but somewhat tentative or basic writing style. 	Awkward, wooden, or confusing writing style: student voice is buried at best.
Conventions (for writing task only)	 Grammar and punctuation nearly flawless. Appropriate and consistent documentation of accessible sources (complete, well- organized bibliography and citations). 	 Grammar and punctuation mostly correct. Appropriate and consistent documentation of accessible sources (complete, well- organized bibliography and citations). 	• Grammar and punctuation sometimes flawed, but not in a manner that undermines the clarity of the paper's ideas. • Accessible, complete but somewhat imprecise hibliography and citations	Consistently defective grammar and punctuation. Inappropriate and/or mistaken documentation of sources (poorly organized, incomplete bibliography and citations).
Presentation (for oral component only)	understanding of the paper's ideas and arguments in an appropriate, consistently sophisticated way that demonstrates ownership of work. Presentation and response to questions reflect the coherence and depth of the paper. Answers questions accurately, thoughtfully, and effectively, developing new idias when they are appropriate. Presents relevant evidence that may not have appeared in the paper.	Communicates clear understanding of the paper's ideas and arguments in an appropriate, sometimes sophisticated way that demonstrates ownership of work. Presentation and response to questions reflect the coherence and depth of the paper. Answers questions accurately, thoughtfully, and effectively, developing new ideas when they are appropriate.	Communicates a mostly clear and basic understanding of the paper's ideas and arguments in an appropriate, thoughtful though not necessarily sophisticated manner. Presentation and response to questions may not fully reflect the coherence and depth of the paper, but they are nevertheless clear and thoughtful. Answers to questions are mostly accurate, thoughtful, and effective.	Fails to communicate a clear and basic understanding of the paper's ideas and arguments in an appropriate, thoughtful manner. Presentation and response to questions reflects the incoherence and general weakness of the paper. Answers questions superficially, inappropriately, or incorrectly.

Interim Assessment in Social Studies

"Planning backwards" from graduation requirement Wiggins, Grant and McTighe, Jay. Understanding by Design, (2000)

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		techniques	Historical	
evaluators	ДИA	Revision		
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ДИА	techniques	extensive as	"broadside")	Includes 2 or
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Consortium	independent	Pre-requisite	Persuasive	or "position
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Skills related to performance indicators may include:

Citations: using evidence accurately

Paraphrasing, summarizing, analyzing

Academic voice; Developing individual student voice

Reading and using complex texts: primary and secondary documents

Action research, data collection

Presentation skills

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Performance Assessment: Literary Analysis

Student

Circle One: Written Oral Circle One: Teacher External Evaluator

Overall Evaluation ______

Signature

(Print name) Title/Texts

01/01/10			Date	
Performance Indicators	Outstanding			, and
Thesis and organization	Efficiently occapiant page	5000	Competent	Naode Boyleion
	Competing arounest	Has a clear argument	Has a central idea	Books a captrol dos
	Develops aroument thoughtfully a	effectively organized & developed	Mostly organized around a central	Unfocused proportation
	Dersuasively	conerently around central argument	idea, but may lose focus at times	(ittle irrelevant or on addition
•	Uses relevant convincing evidence	Uses relevant evidence & quotations	Uses relevant evidence and	Issed
	quotations that thereughly support	mar support central argument	quotations to support central idea	>
	argument			
Analysis	Provides deep insight and creates	Creates meaninoful integranda at		
*	meaningful interpretation of texts	lexts	Provides basic interpretation of	Summarizes or uses faulty
	Elaborates on central argument and	Explores central arrument and	Denotes a section of	analysis
	meaning of supporting evidence;	meaning of supporting evidence.	choice of outland and explains	Little or no interpretation of texts
	answers question, So what?	answers question. So what?	divide of evidence and quotations	Little or no use of evidence or
	Considers author's language, craft, and/or	Analysis drives discussion of literary		quotations
-	Choice of genre	elements when relevant		
•	Aralysis drives discussion of literary elements when relevant		-	
Style and voice	Evidence of ambition passion for subject			
	or deep curiosity	Evidence of a mind at work	Communicates ideas clearly	Relies on conversational
	Writer willing to take risks	Clear and appropriate up of the	Shows some awareness of	Janguage
	Displays intellectual engagement	and word abolicate use of language	sporopriate language and word	Little or no evidence of formal or
	Creative, clear, and appropriate use of		choice	appropriate use of language and
Connections	language and word choice			word choice
STORING IS	Makes insightur connection between text	Makes appropriate connection between	Establishes a connection between	
	and something outside the text:	text and something outside the text:	text and something outside the text	mode between the test and
	Lintage Compared to the comp	Another work of literature or	Another work of literature or	made Detweek the text and
	Distolled context of	Historical context or	Historical context or	sometiming outside (ne text
	piographical context or	Biographical context or	Biographical context or	
	Larger Issue or meme of	Larger issue or theme of	Larger issue or theme of	
	mitted (must be supported	importance (must be	importance (must be	-
	with relevant evidence) or	supported with relevant	Supported with relevant	
	Substantial military	evidence) or	evidence) or	
		Fifth Version of text, or	Film version of text, or	
Conventions (for writing	Mechanical and grammatical errors are	Few mochanical or grammatical	Substantial criticism	
assignment only)	rare or non-existent, follows accepted	follows accounted conventions of	Some medianical or grammatical	Communication is impaired by
	conventions of quotations and citations:	Outstains and olfations: makes some	errurs pur communication is not	errors; little or no use of
	uses transitions effectively	ites of francillons	inipaired, demonstrates knowledge	conventions or quotation and
			or accepted conventions of	citations; shows little awareness
Presentation (for oral	Communicates ideas clearly in appropriate,	Communicates clearly in appropriate	Communicates stones in	or appropriate use of transitions
component only)	sophisticated, and original way to	and original way to audience; able to	anonomiate way to such action	Neither clear nor appropriate
	audience; able to respond to questions and	respond to auestions and expand	to recoond operation to account	presentation to audience; cannot
•	expand on ideas; presents complex,	Somewhat on ideas, presents accurate	is separa accurately to questions.	respond well to questions; does
	accurate, substantive ideas and	Substantive ideae and information	presents some substantive ideas	not present accurate or
	Information clearly	Clearly	and information accurately	Substantive ideas or information
				1 1000011011101110110111111111111111111

Chart 1: Interim Assessment in Literature

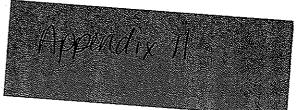
"Planning backwards" from graduation requirement

Wiggins, Grant and McTighe, Jay. Understanding by Design, (2000)

			•	*
IA 1 Diagnostic	IA 2	IA 3	IA 4	PBAT Required for Graduation
Critical analysis of two pieces of literature (using Consortium rubric) upon admission or from a previous term	First text Paper: critical analysis of work of literature AND Extensive student involvement in group and class discussion of literature	Second text Paper: critical analysis of literature Makes connection to: Another work of literature or Historical context or Biographical context or Larger issue or theme of importance (must be supported with relevant evidence) or Film version of text, or Substantial criticism Revision techniques used AND Continued student involvement in group and class discussion of literature	IA 4 Third text Paper: critical analysis of literature Makes connection to: Another work of literature or Historical context or Biographical context or Larger issue or theme of importance (must be supported with relevant evidence) or Film version of text, or Substantial criticism Revision techniques used AND Continued student involvement in group and class discussion of literature	Revised Paper: critical analysis of literature (using Consortium rubric) AND Discussion with external evaluator based on literary topic or presentation of learning

^{*} Skills related to performance indicators may include: content knowledge, use of evidence, use of quotations, transitions in writing, formal voice, point of view, quality of analysis, and correct usage.

PBAT Quality Assurance Check



When completing the quality assurance check remember: The level the students will achieve depends upon the task they are asked to complete.

PBAI	# PBAT Title:
Subje	ct Area & Level:
Rubric	: Alignment:
1.	When responding to this task and the challenge it presents, would it be possible for a student to obtain at least a Competent on the rubric?
2.	If it was not possible to obtain at least a Competent, what is the biggest problem with the task?
,	
3.	Would it be possible for a student to score a Good or Outstanding?
-	
4.	Why/What is there in the task that pushes (or doesn't) the student to the level of Good or Outstanding?
<u>Depth</u>	of Knowledge (DOK) Alignment:
. 1.	Which DOK level most applies to this task:
	 a. DOK 1 – Recall & Reproduction; Recall of a fact, term, principle, concept, or perform a routine procedure. b. DOK 2 – Basic Application of Skills/Concepts; Use information, Conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs.
• • •	 DOK 3 – Strategic Thinking; Requires reasoning, developing a plan or sequence of steps to approach problem, requires some decision making and justification, abstract, complex, or non-routine, often more than one possible answer.
•	d. DOK 4 – Extended Thinking; An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task, non-routine manipulations, across disciplines/content areas/multiple sources.
2.	

Suggestions, questions, insights for the teacher:

about this task.

Linking MAP to State Tests: Proficiency Cut Score Estimation

Overview

NWEA conducts regular linking studies to examine the correspondence between the Measures of Academic Progress (MAPTM) and state standardized tests used to measure student achievement. Each study identifies the specific Rasch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject (reading, mathematics, etc.) and for each student grade. These studies also estimate the probability that a student with a specific RIT score would achieve a status of "proficient" or better on her/his state test. Because all states may use different tests for measuring student achievement, linking studies are usually necessary for each state.

Equipercentile Method

In order to conduct alignment studies, it is necessary to study the performance of students who have completed both their state test and MAP. Examinations of data from students who have completed both tests allow NWEA to describe the relationships between the two tests. This makes it possible to predict how future students will likely perform on their state test, based upon their performance on MAP assessments.

NWEA currently uses an alignment study technique called an "Equipercentile Method" to estimate state cut scores, a method commonly used for equating scores from tests that use differing scales (Ryan and Brockmann, 2009). This method requires a sample of students for which both MAP test scores and state test performance are available, and although methodologically simple, produces cut score estimates and state test pass/fail predictions that are essentially equivalent to those generated by more complex statistical methods (Cronin, et al., 2007). Brief descriptions of the steps used under the equipercentile method follow:

<u>Methods</u>

- 1. Obtaining a data sample
 - a. All valid student MAP™ test records for Northwest Evaluation Association clients in the target state for the appropriate term are collected and their results are aggregated by grade and subject area for each school.
 - b. State testing data are collected from NWEA partners. Individual scale score and performance level outcomes for each individual student are harvested.
 - National Center for Education Statistics (NCES) school identifiers and school-assigned student identifiers are used to link state test scores and MAPTM scores to the appropriate individuals.
- Cut Score Estimation. The following procedures are used to estimate proficiency-level cut scores from samples for which both state test and MAP test performance are known.
 - a. For each grade level within a state sample, the proportion of students achieving each of the No Child Left Behind Act (NCLB)-reported proficiency performance levels on their state assessment is computed (example: for a state that uses three proficiency levels, those percentages for third grade math might be 20% "below proficient," 45% "proficient," 35% "advanced").
 - b. These same percentage points are used to determine the equivalent cut scores on the MAP assessment for that sample of students. In the previous third grade scenario, for example, the sample of third grade math RIT scores for that state would be rank ordered from lowest to highest. The RIT scores corresponding to the 20th and 65th percentiles are assigned as the cut scores for "proficient" and "advanced," respectively.
 - c. This two-step process is repeated for all grades and for all test subject areas.

Alignment Study Policy

Roughly 2-3 new or updated studies can be completed every three months. Quarterly review meetings are scheduled during which PRR district managers consult with research staff to establish priorities for the coming quarter. Requests for additional/new state test linking studies should be directed to PRR district managers so that they can be prioritized during those quarterly meetings.

When updates or changes occur to state tests or state test proficiency cut scores, a new MAP/State test linking study must be completed. Such updates cannot be attempted, however, until after the state test has been administered at least once under the new testing conditions. For example, if a state announces a change to its state cut scores, to take effect for the Spring 2011 administration of the state test, NWEA could not attempt an update until after the Spring 2011 state test data were published. This means that states administering spring tests generally will not have alignment study results until sometime during the following fall or winter. New and/or updated state test linking studies can be completed no earlier than the first quarter that NWEA researchers obtain sufficient sample size of test records to complete the study.

References

- Ryan, J., & Brockmann, F. (2009). A practitioner's introduction to equating with primers on classical test theory and item response theory. CCSSO: Washington, DC.
- Cronin, J., Kingsbury, G.G., Dahlin, M., & Bowe, B. (2007, April). Alternate methodologies for estimating state standards on a widely used computer adaptive test. Paper presented at the American Educational Research Association, Chicago, IL.



On behalf of the Danville-Boyle County Chamber of Commerce, I am writing in support of the Danville Independent School District application for designation as a District of Innovation. For over five years, the Chamber's Workforce Development committee has been working to identify the factors that enable and inhibit an adequately skilled labor force to support economic growth in Danville and Boyle County, as well as our region, and to identify strategies to address those factors.

One of the causal factors identified by the participants in one of our first local Forums was a "disconnect between education and business" – between the skills needed in the workplace and what students learn in school.

The disconnect has been seen in both technical skills (such as applied math and science, problem solving, computer skills) and in soft skills (such as reading and comprehension, verbal and written communications, teamwork and collaboration).

From the beginning, we have had a strong collaboration with our school systems. One of our first programs, the creation of a Teacher Academy to bring teachers into our businesses and Business-Education Exchanges that have placed business people into our schools, has had the support of our school administrations and business community. The Chamber's workforce development committee has now grown to five standing subcommittees that include a Career Database, Technology Education Advocacy, Teacher Academy and Business-Education Exchange, Work Ready Community Certification, and Early Childhood Education Advocacy. We understand that education is the critical component to a strong workforce and are working in several areas to see that that happens.

We support a focus in our school district that prepares every student for life after high school. A curriculum that emphasizes proving each student's readiness for college - and/or career - readiness, with attention on real world issues and problems, will prepare our future workforce.

As the new plan is implemented and moves forward, it will define a path of learning that will be most interesting and most useful to each student as the student targets the next step after high school. This will lead to more students leaving school better trained for employment. Engaging learning experiences and a series of learning challenges created to meet individual interests and build in competencies like teamwork, creativity, and analyzing numbers and information to find answers are the types of skills the business community must have for continued success.

Expanding attention on AP and college-level learning and career and industry pathways while building up an interdisciplinary project-based approach to make learning more relevant and challenging will help train students for careers that will have many baby boomers exiting as retirement looms for millions of our workforce.

School district plans to give students a new range of experiences: personal and team challenges, research and design opportunities, chances to work on real community issues, opportunities to gain arts and express in skills, and updated practical skills including public speaking, fitness and wellness options, and a course to prepare for adult life, will offer more of a chance for success for young people who will be needed in the working world of business and industry.

These plans for innovation target students from kindergarten through high school with success for every student at the forefront. Elementary experiences that prepare students for blended learning, problem solving and taking an active role in their learning, and challenges that help middle school students learn about themselves and the world around them, gaining practice at what it means to be a self-directed learner, prepare them for high school. At the high school, interdisciplinary explorations in Research & Analysis, Design, and Community Action will inform students beyond core subjects and advanced academics and skills.

We strongly support Danville Independent School District's application for designation as a District of Innovation. Their new direction will engage our young people and teach them how to critically think and solve problems in a team environment. We strongly believe this bodes well for our workforce and encourage you to approve their application.

Sincerely,

Paula Fowler

Executive Director

Paula Lowler



March 12, 2013

Dr. Terry Holliday Commissioner Kentucky Department of Education 500 Mero Street First Floor, Capital Plaza Tower Frankfort, Kentucky 40601

Dear Dr. Holliday

I would like to take this opportunity to share my enthusiasm with you regarding the Danville Independent School System and the many exciting and innovative efforts they are currently pursuing. In particular, I would like to wholeheartedly endorse and support the application they are submitting to be a "District of Innovation."

I have been extremely impressed with the individuals leading the Danville Schools, and with Dr. Carmen Coleman, in particular. Her energy, open-mindedness, and creativity have been infectious and have inspired all of those with whom she works to dream bigger and more "out of the box." Because of this inspiration, the work of the Danville School District these past several years has become increasingly innovative and visionary. Some examples of the innovative measures that have been implemented include project-based learning and blended learning, among others. Both the administrators and School Board members of the Danville Independent School System are committed to providing the type of education the students of today will need to function in the world of tomorrow.

As Dr. Coleman states in the "Districts of Innovation" proposal, the Danville Schools have "risen the bar" in the last several years, and with the awarding of this designation, they could continue to raise the bar to even greater heights.

Being designated as a "District of Innovation" will allow Dr. Coleman and the Danville School District to have the additional resources, as well as the ability and latitude necessary to take the great work they are currently doing to the next level and provide exciting opportunities for their students. It is imperative, both in the K-12 education they provide, as well as for those of us in higher education, that we strive to find new ways to meet the challenges of our times. In our rapidly and ever-changing world, we must teach our students how to think for themselves as their environment and circumstances constantly change. That is a fundamental foundation of what we do at Centre College, and why providing a liberal arts education, one that teaches our students to think and communicate effectively in the world in which we live, is essential to having a society of individuals who are prepared to lead us into the unknown challenges our future will most certainly bring.

Please know that I endorse this proposal without reservation and look forward to having the opportunity to work with Dr. Coleman and her colleagues to better prepare our children for their futures, futures which, undoubtedly, will be better due to the enhanced opportunities they will have as a result of the Danville Schools having the ability to better prepare them for it. My best.

Sincerely,
John A. Roush
President



March 12, 2013

Dr. Terry Holliday Commissioner of Education Kentucky Department of Education 500 Mero Street Frankfort, KY 40601

Dr. Holliday,

The District of Innovation Plan for the Danville Schools began about four years ago when the board/superintendent team decided that the education we were providing the students in our district, although very good in some areas, was not good enough. Working together, we agreed that students were not engaged in their education and that we were not preparing students for life after graduation, much less success after graduation. We set five goals that reflected our expectations for our students and staff:

Every Danville student will consistently experience classroom work and activities that are meaningful, engaging and relevant, connecting to students' interests and/or previous knowledge.

Every Danville student will be immersed each day in learning opportunities intentionally designed to develop skills, such as critical thinking, problem solving, working in teams, and analyzing data, enabling them to compete globally.

> Every Danville student, regardless of starting point, will achieve at least one year of academic progress in reading and mathematics.

> Every Danville student will be provided regular and multiple opportunities to demonstrate learning through verbal and written communications, visual and performing arts and the use of multiple forms of technology.

The Danville Schools will establish effective two-way communication, in various forms, with all stakeholders in the community.

From these goals and with the outstanding leadership of our Superintendent, Dr. Carmen Coleman, we began a journey that has led from Tony Wagner's Global Achievement Gap to High Tech High in San Diego to Project-Based Learning to Design Thinking at the University of Kentucky to a weeklong student-driven high school intersession to the Danville Diploma.

Each phase of our journey has been embraced by our superintendent, our board, our administrators, our staff, our SBDM councils, our students and our community. The next phase of our work in continually improving education for all students in the Danville Schools is to become a District of Innovation. This phase is also widely embraced. Along with an overwhelming majority of the staff at all five district schools, the Danville Board of Education officially approved and unanimously endorsed the application to be a District of Innovation at our March 11 meeting. Our team firmly believes that this new plan for educating our children will lead beyond readiness to all students gaining an advantage to succeed, no matter the path they choose after graduation. We will teach all students how to think, how to learn, and how to lead. And as a result, our community, our Commonwealth will be a better place for all.

Please accept this application from the Danville Schools and award District of Innovation status. Thank you.

(Yean Crowley Chairperson

Danville Board of Education

Mary G. Hogsett Elementary School SBDM Special Called Meeting Agenda April 10, 2013 3:30 PM

- 1. Opening Business
 - a. Call to Order
 - b. Approve minutes of previous meeting
- 2. Student Achievement
 - a. District of Innovation Update
- 3. Planning
 - a. SBDM Council Allocation Discussion
 - b. Title One Allocation Discussion
 - c. Fundraiser Approval
- 4. Other
- 5. Adjourn

Mary G. Hogsett Elementary School SBDM Special Called Meeting Minutes April 10, 2013 3:30 PM

1. Opening Business

a. Call to Order

Mrs. Doolin called the meeting to order. Those present were Rebecca Doolin, Greg Schulz, Jennifer Holman, Helen Blevinsk, Norma Hopkins, and Sheila Walker.

b. Approve minutes of previous meeting
The minutes were approved from the special called meeting on
March 25, 2013. Helen Blevins made the motion to accept the
minutes with corrections. Jennifer Holman made the second
motion. All were in favor.

The minutes were approved from the regular meeting on March 11, 2013. Jennifer Holman made the motion to accept the minutes with corrections. Sheila Walker made the second motion. All were in favor.

2. Student Achievement

a. District of Innovation Update Of the 30 staff, 22 voted to accept; 8 staff voted no. The percentage of 73% was in favor of supporting the District of Innovation Plan. This anonymous vote occurred on Thursday, March 14, 2013.

3. Planning

a. SBDM Council Allocation Discussion
 Last month, SBDM assigned 17.1 positions. 0.4 is unassigned.

Helen Blevins made the motion to assign 0.2 of the unassigned allocation to the counselor's position; creating 0.8 counselor. Assigning 0.2 to the existing Art position for a total of 0.7 Art/Art Coach. This completes 17.5 positions allocated.

Jennifer Holman made the second motion. All were in favor.

b. Title One Allocation Discussion At this point, we do not have any information on Title I. SBDM prioritized list for Title I funds:

1.0 CTRT

0.2 Counselor

0.5 PASS Teacher

Pass Assistant

Title I Assistant

Title I Assistant

Sheila Walker made the motion to allocate Title I funds for:

1.0 CTRT

0.2 Counselor

0.5 PASS Teacher

Norma Hopkins made the second motion. All were in favor.

c. Fundraiser Approval SBDM approved the Health Walk and the Sonic Hop.

d. Other

- April 22 at 6 p.m. at Central Office. SBDM members should plan to attend.
- Kindergarten registration will be in July.

e. Adjourn

The next meeting will have to be a special called meeting and will be Thursday, May 2, 2013 at 3:30 p.m. at Hogsett Elementary.

With no further business, Jennifer Holman made the motion to adjourn. Helen Blevins made the second motion. All were in favor.

Toliver Elementary School SBDM Council Meeting March 27, 2013 3:30 P.M. * Call to Order **❖** Approve Agenda **Approve Minutes** * Reserve For the Public ❖ District of Innovation Follow-up * Staffing Policies O Final Reading **Technology Use Policy** Alignment with State Standards Policy **Program Review Accountability** 2nd Reading Homework Policy - Vicki, Kristin and Kristi Classroom Assessment Policy - Misty, Susan and Kristi Principal Selection Policy - Susan, Misty and Kristin Improvement Planning Policy - Vicki, Kristi and Kristin ❖ Set agenda for next time

Toliver Elementary School SBDM Council Meeting March 12, 2013 3:30 P.M.

- Call to Order
- ❖ Approve Agenda
- Approve Minutes
- * Reserve For the Public
- Primary Program Updates
- District of Innovation (Report Voting Outcome)
- ❖ Curriculum/Academic Updates
- Allocations
- Policies
 - o Final Reading
 - Committee
 - Discipline, Classroom Management, and School Safety
 - Enhancing Student Achievement
 - Extracurricular Programs
 - Program Appraisal
 - School Day and Week Schedule
 - School Space Use
 - Student Assignment
 - Wellness
 - O 2nd Reading
 - Technology Use Policy
 - Alignment with State Standards Policy
 - Program Review Accountability
 - o 1st Reading
 - Homework Policy Vicki, Kristin and Kristi
 - Classroom Assessment Policy Misty, Susan and Kristi
 - Principal Selection Policy Susan, Misty and Kristin
 - Improvement Planning Policy Vicki, Kristi and Kristin

❖ Set agenda for next time

Danville High School SBDM Council Minutes Tuesday, April 9, 2013 4:00pm Danville High School

- 1. Call to Order Principal Aaron Etherington
- 2. Roll Call
- 3. Approval of Minutes from previous meeting
- 4. 2013-2014 Staffing
- 5. Districts of Innovation Plan
- 6. 2013-2014 Day Pattern
- 7. Preliminary ACT Data
- 8. Celebration of Learning
- 9. EOC's and Assessment
- 10. Adjourn

The meeting was called to order at 4:06 pm.

Members Present:

Aaron Etherington, Nancy McMurry, Danny Goodwin, Rob Kremer, Patricia Calvert

Others Present:

Kristi Short, Greg Schulz, Amanda Atkins

Approval of Agenda Items: Motion from McMurry. Goodwin seconded.

Approval of Previous Minutes: Motion from Goodwin. Kremer seconded.

2013-2014 Staffing: Two handouts distributed: current staffing allocations and proposed staffing allocations. Councilmembers engaged in lengthy discussion regarding required staffing cuts of 1.9 positions. Mr. Etherington reiterated that he could not support cutting a position that focuses on college and career readiness. Allocation cut proposals discussed regarding math, marketing, vocational education, world language lab, social studies, learning lab, physical education, and English discussed—all at length. Councilmembers voted and approved 4 to 1 to implement the following cuts: 0.7 physical education; 0.7 Language lab; 0.1 Learning Lab; 0.2 Social Studies; 0.2 Vocational Education. As instructional leader of the building, Mr. Etherington was single vote against this proposal stating he cannot support cutting career readiness (vocational education). Discussions of Districts of Innovation and Project Lead the Way were presented in hopes of obtaining additional classified staff.

District of Innovation: DHS certified staff voted 34-6 (85%) to accept DOI. Danville Schools has applied to be DOI with KDE and is still waiting on approval. KDE's initial deadline of March 14 was moved May 1.

2013-14 Day Pattern: Handout distributed of two proposed day patterns. Day patterns were discussed and evaluated previously with Dr. Nash. Council approved the new 3/2 day pattern for next year with Goodwin making motion and Calvert seconding.

Preliminary ACT Data: Mr. Etherington reported that we are very close to where we were last year depending upon results of about 20 outstanding tests.

EOC's: Great amount of testing throughout the remainder of year. Calvert suggested to Mr. Etherington to send out reminder to staff about the 10% EOC for this year to be figured into Infinite Campus.

ADJOURNMENT. Kremer moved to adjourn. Etherington seconded. Meeting adjourned at 6:00pm.

Bate Middle SBDM

MINUTES

3/12/13

3:30PM

LIBRARY

Chief the second se	
MEETING CALLED BY	Dr. Galloway
TYPE OF MEETING	General SBDM
FACILITATOR	Dr. Galloway
NOTE TAKER	Ms. Walls
TUMEKEEPER	Ms. Walls
ATTENDEES	Ms. Anderson, Dr. Galloway, Mr. Smith, Ms. Napier, Ms. Brackett, Mr. Feiburg, Brian Gover

Agenda topics

20 MINUTES

DISTRICT OF INNOVATION TEACHER VOTE RECORDING AND DISCUSSION OF THE VOTE

DR. GALLOWAY

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5 MINUTES

APPROVAL OF FEBRARY MINUTES

GALLOWAY

DISCUSSION The minutes were read and approved.	
Changed Kay's sentence to "Kay wants to ensure that books are a vital part of instruction."	-

CONCLUSIONS	Approved				•	
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